

PREPUBLICATION COPY

GRADE

1

ReadyGEN 

Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Upper Saddle River, New Jersey

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PEARSON

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Welcome to *ReadyGEN*!

Dear *ReadyGEN* Teachers,

As we continue our partnership with you to develop a Core Curriculum that meets New York City's literacy requirements and the ELA Common Core Standards, we look to you for feedback on your *ReadyGEN* resources. The prepublication format of some of your current materials offers this unique opportunity to further shape *ReadyGEN*. We encourage you to visit **PearsonSchool.com/NYCReadyGEN** and look for the Feedback button, which you can use to share your comments with us. This Web site will continue to be your main resource for updated Professional Development schedules and tutorials, as well as for the advance postings of instructional materials.

In this delivery of *ReadyGEN* instructional materials, you will find:

Student Materials

- Sleuth, Units 1–6
- Text Collection, Units 2–3
- Reader's and Writer's Journal (*prepublication format*), Units 2–3

Teacher Materials

- Teacher's Guide (*prepublication format*), Units 2–3
- Reader's and Writer's Journal Teacher's Guide (*prepublication format*), Units 2–3
- Scaffolded Strategies Handbook (*prepublication format*), Units 2–3

We look forward to continuing our collaboration with you to set your students on the path to reading and writing success.

Sincerely,
The *ReadyGEN* Team



Greetings, fellow teachers!

I am very excited for you as you launch *ReadyGEN* in your classroom. Of all the interesting components represented in *ReadyGEN*, text-based approaches to comprehension are the ones that I am optimistic will bring a revitalized approach to reading instruction to your classroom. Based on the Common Core State Standards, we have designed instructional practices that will guide your students to more effective use of close reading of texts which in turn will lead them to a deeper understanding of text meaning, author's intent, perspective, and related comprehension goals. I am interested in how your students advance through oral, written, and listening skills as you use *ReadyGEN* to scaffold their learning. I encourage you to enjoy the leap forward with your students as they progress in reading skills and understandings with *ReadyGEN*.

Sincerely,
Sharon Vaughn
University of Texas

Welcome to *ReadyGEN*!

We are very excited to bring you the opportunity to enjoy the integration of the reading and writing experience: a hallmark of the Common Core State Standards. The rich selection of literature in *ReadyGEN* combines with a strong foundation of knowledge learning in a wide range of subject areas to make this program a true standout for students and teachers alike. The program's creators have taken great care with the choice of texts, always paying close attention to the science and social studies standards that are crucial to students' success. The synergy between reading and writing is powerful—it speaks to the real-world lifestyles of 21st-century children while preparing them for college and their future careers.

This first unit creates a warm and inviting space for students to do their most rigorous work in both literary and informational texts, and to develop the writing skills that will guide them along the staircase of complexity! We are so glad to welcome you and your students as partners in this, the wonderful world of *ReadyGEN*.

Pam Allyn
Executive Director and Founder, LitLife and LitWorld



What Excites Me About CCSS, Knowledge, and *ReadyGEN*

What excites me about the Common Core State Standards is that knowledge is at the core. Acquiring knowledge and the skills to do this independently are the keys to success in our digital-global age.



What excites me about the digital-global age is the increased knowledge about words. Words are the labels for concepts, and concepts are the foundation of knowledge. The digital revolution has resulted in an increase in the amount of and access to knowledge; this has also increased our knowledge about words.

What excites me about *ReadyGEN* is that this is the first program to use the rich knowledge about words from the digital-global age to ensure that students attain the vast knowledge about the world that defines the 21st century. The rich, complex texts that are the instructional foundation of this program provide systems for understanding both how words work in complex texts and which of the words in these complex texts unlock the knowledge of critical content domains.

Elfrieda H. Hiebert

TextProject and University of California, Santa Cruz

ReadyGEN is an exciting, engaging experience for kids.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this generation of readers and writers ready to meet the challenge presented by the Common Core.

P. David Pearson

University of California, Berkeley

The *ReadyGEN* architecture provides the foundation and resources to prepare NYC educators for the new expectations and to meet the instructional shifts of the Common Core Standards. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading and foundational skills, and further deepens content knowledge and comprehension. At the heart of *ReadyGEN* is reciprocity between reading and writing, both of which are grounded in evidence, to promote student thinking and discourse as defined by the Reading, Writing, Speaking and Listening Standards.

FOUNDATIONAL SKILLS STANDARDS

The Common Core Standards include a strong emphasis on the foundational skills of reading including phonemic awareness, phonics, and fluency across the elementary grades. The New York City Department of Education recognizes the importance of mastery of these high priority and necessary skills so that each student may access meaningful text through print.

New York City educators have a variety of Foundational Skill resources to choose from. One of the options is *ReadyGen Phonics (K-3) and Word Analysis (4-5) Kits* integrate these Foundational Skills into instructional routines and activities as a means of fostering student understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions. Foundational Skills Instruction, which takes place in addition to your daily 90 minutes with ReadyGEN, is best served in both whole group lessons and small group Guided Reading as a means of introducing and reinforcing these critical skills. To further extend learning, Independent Reading texts can be selected to showcase these skills in real-life application.

Phonics Kit

- Phonics Teaching Guide (K-3)
- Picture Cards (K-3)
- Alphabet Cards (K-3)
- Letter Tiles (K-3)
- Sound-Spelling Cards (K-3)
- Decodable Practice Readers (1-3)
- High-Frequency Word Cards (K-3)
- Kindergarten Student Readers (K)
- Phonics Activity Mats (K-3)
- Phonics Songs and Rhymes Charts (K)

Word Analysis Kit

- Word Analysis Teaching Guide (4-5)
- Practice Readers (4-5)
- Vocabulary Cards (4-5)
- Letter Tiles (4-5)

UNIT 3

Making Choices



MODULE A	Common Core Lesson Launch	4–9
Lessons 1–13		10–113
Performance-Based Assessment (Narrative)		114–121

TEXT SET



ANCHOR TEXT

*My Rows and
Piles of Coins*



SUPPORTING TEXT

Lemonade in Winter



SLEUTH

“Are You My Kitten?”
“Cook Up a Surprise”

MODULE B	Common Core Lesson Launch	126–131
Lessons 1–12		132–227
Performance-Based Assessment (Opinion)		228–235

TEXT SET



ANCHOR TEXT

*Goods and
Services*



SUPPORTING TEXT

Supermarket



SLEUTH

“Help Yourself and
Others”

UNIT 3 Common Core Teacher Resources

Routines	TR28–TR49
Graphic Organizers	TR51–TR65
Text Complexity Rubrics	TR66–TR69

Go to [PearsonSchool.com/NYCRReadyGEN](https://www.PearsonSchool.com/NYCRReadyGEN) for the Curriculum Updates.

- End-of-Unit Assessment

Assessment

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If... students struggle to explain how a character's actions contribute to a story's events,
Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000)
If... students need extra support to understand the story,
Then... use the Close Reading Workshop in small groups to provide scaffolded support.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Review with children how Frederick wanted to improve the American society. Then have them consider the people who help improve their school community, such as teachers, the principal, and parents. Children will choose one of these people that they would like to interview and plan the questions for the interview on p. 170 of the *Reader's and Writer's Journal*. If time allows, have children conduct the interview. If not, have them answer the questions as if they were the person being interviewed.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

UNIT 3 • MODULE A Choices

TASK: The stories in this unit teach readers about choices and making decisions.

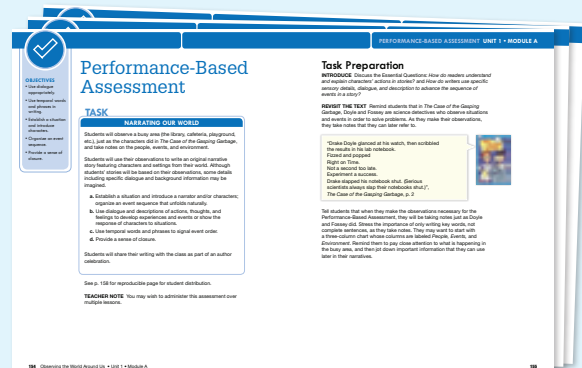
Students will write narratives about a time in their life when they had to make a choice. The students will recount two or more appropriately sequenced events, include some details regarding what happened, use transition words to signal event order, and provide some sense of closure.

Students will combine their narratives into a class book or presentation.

UNIT 3 • MODULE B Decisions

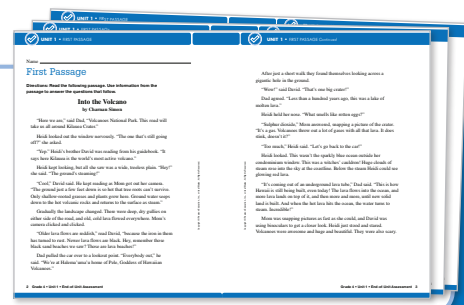
TASK: Together as a class, children will decide on the things that they need or want for the classroom community; they will compose a list of these items. Based on the readings of the two texts, they might decide to save for what they need or want, or for something someone else might need or want.

Each student will choose an item off the class-generated "Needs and Wants" list and write an opinion piece to support their belief that this item should be obtained by the class. Children will introduce the need or want, state their opinion, supply a reason, and create a sense of closure.



END OF UNIT ASSESSMENT

There is an **End of Unit Assessment** that can give you further data on students' mastery of the standards.



Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Choices
- Decisions

Enduring Understandings

- **Readers** understand we can learn lessons through characters in stories.
- **Writers** understand that word choice enables a reader to understand a story.
- **Learners** will explore content to understand that how people choose to use their resources can help them get what they want and need.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How can we learn lessons from fictional stories?

How can word choice show feelings in writing?

MODULE GOALS

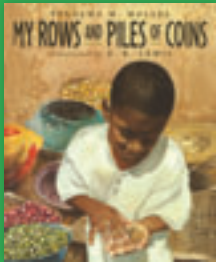
Readers will retell stories, including character, setting and major events, and demonstrate understanding of their central message or lesson.

Writers will create a narrative of an event in sequence using powerful words to show emotion.

EXPLORE CONTENT **Learners** will explore content to identify how characters make choices about how to spend money.

Text Set

ANCHOR TEXT



My Rows and Piles of Coins
AD700L
Literary Text

SUPPORTING TEXT



Lemonade in Winter
AD410L
Literary Text

SLEUTH



"Are You My Kitten?"
"Cook Up a Surprise"



PERFORMANCE-BASED WRITING ASSESSMENT

CHOICES

The stories in this unit teach readers about choices and making decisions.

Students will write narratives about a time in their life when they had to make a choice. The students will recount two or more appropriately sequenced events, include some details regarding what happened, use transition words to signal event order, and provide some sense of closure.

Students will combine their narratives into a class book or presentation.

TARGET STANDARDS

Common Core Learning Standard W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Vocabulary to Unlock Text

ReadyGEN provides systems for understanding both how words work in complex texts and also which of the words in these complex texts unlock the knowledge of critical content domains.

TEXT-BASED VOCABULARY

Generally, these are words that are important for understanding concepts within a text. These words are addressed during focused reading instruction.

- Words needed to comprehend the text
- Words from other disciplines
- Words that are part of a word family or semantic network
- Words central to unlocking the enduring understanding of the text

WORDS IN CONTEXT

Generally, these are sophisticated or unusual words for known concepts. These words are taught in context during close reading and often reinforced after.

- Words requiring more explanation in order for text to be understood
- Words supported by the text for meaning
- Words that are less abstract

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.

ANCHOR TEXT *My Rows and Piles of Coins*

TEXT-BASED VOCABULARY

coins	money	peddling	loaded	determined
bicycle	pedals	harvest	richest	
saved	market	load	reward	
buy	heavier	loads	wished	

WORDS IN CONTEXT

rows	cheetah	coffee trees	unwrapped
piles	maize	pruned	

SUPPORTING TEXT *Lemonade in Winter*

TEXT-BASED VOCABULARY

cost	sold	limeade	sale	spent
pays	lemonade	lemon-limeade	decorations	fewer

WORDS IN CONTEXT

stand	quarters	dollar	advertise	entertainment
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UNIT 3 • MODULE A Planner

Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Opinion Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 10–17

READ Trade Book entire book
My Rows and Piles of Coins

READING FOCUS Readers understand we can learn lessons through characters in stories.

WRITING FOCUS Writers include details to tell about key events.

LESSON 2

Teacher's Guide, pp. 18–25

READ Trade Book pp. 4–11
My Rows and Piles of Coins

READING FOCUS Writers understand that word choice enables a reader to understand a story.

WRITING FOCUS Writers include details to tell how characters feel.

LESSON 6

Teacher's Guide, pp. 50–57

READ Trade Book pp. 15–21
My Rows and Piles of Coins

READING FOCUS Learners understand that how people choose to use their resources can help them get what they want and need.

WRITING FOCUS Writers add details to tell about character's motivation.

LESSON 7

Teacher's Guide, pp. 58–65

READ Trade Book pp. 22–31
My Rows and Piles of Coins

READING FOCUS Learners understand that how people choose to use their resources can help them get what they want and need.

WRITING FOCUS Writers use details to show their point of view and teach a lesson.

LESSON 11

Teacher's Guide, pp. 90–97

READ Trade Book entire book
Lemonade in Winter

READING FOCUS Readers understand we can learn lessons through characters in stories.

WRITING FOCUS Writers provide a sense of closure.

LESSON 12

Teacher's Guide, pp. 98–105

COMPARE

- *My Rows and Piles of Coins*
- *Lemonade in Winter*

READING FOCUS Learners understand that how people choose to use their resources can help them get what they want and need.

WRITING FOCUS Writers give reasons for their opinions.

LESSON 3

Teacher's Guide, pp. 26–33

READ Trade Book pp. 4–11
My Rows and Piles of Coins

READING FOCUS Writers understand that word choice enables a reader to understand a story.

WRITING FOCUS Writers include details to describe the setting.

LESSON 4

Teacher's Guide, pp. 34–41

READ Trade Book pp. 15–17
My Rows and Piles of Coins

READING FOCUS Readers understand we can learn lessons through characters in stories.

WRITING FOCUS Writers include details to develop characters.

LESSON 5

Teacher's Guide, pp. 42–49

READ Trade Book pp. 15–17
My Rows and Piles of Coins

READING FOCUS Writers understand that word choice enables a reader to understand a story.

WRITING FOCUS Writers use sensory words.

LESSON 8

Teacher's Guide, pp. 66–73

READ Trade Book entire book
Lemonade in Winter

READING FOCUS Writers understand that word choice enables a reader to understand a story.

WRITING FOCUS Writers use temporal words to signal event order.

LESSON 9

Teacher's Guide, pp. 74–81

READ Trade Book entire book
Lemonade in Winter

READING FOCUS Readers understand we can learn lessons through characters in stories.

WRITING FOCUS Writers include details to tell how characters feel.

LESSON 10

Teacher's Guide, pp. 82–89

READ Trade Book entire book
Lemonade in Winter

READING FOCUS Writers understand that word choice enables a reader to understand a story.

WRITING FOCUS Writers choose words because of how they sound.

LESSON 13

Teacher's Guide, pp. 106–113

COMPARE

- *My Rows and Piles of Coins*
- *Lemonade in Winter*

READING FOCUS Writers understand that word choice enables a reader to understand a story.

WRITING FOCUS Writers publish their writing.



PERFORMANCE-BASED WRITING ASSESSMENT

Teacher's Guide, pp. 114–121

TASK: CHOICES

The stories in this unit teach readers about choices and making decisions.

Students will write narratives about a time in their life when they had to make a choice. The students will recount two or more appropriately sequenced events, include some details regarding what happened, use transition words to signal event order, and provide some sense of closure.

Students will combine their narratives into a class book or presentation.

Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts that is listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of your children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- Who are the characters? What happens first, next, and last?
- What is the central message of the story?

CRAFT AND STRUCTURE

- How do the words in the story help you understand the characters' feelings?
- Who is telling the story?

INTEGRATION OF IDEAS

- How do the illustrations help you understand what happens?
- How are the characters in this text like characters in another text you have read? How are they different?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main topic of the text? How do key details support the topic?
- How are two people or ideas in the text connected to each other?

CRAFT AND STRUCTURE

- What words were important to understanding this text?
- What text features are used in the text? How do they help you find information?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text the same as or different from other texts you've read on the same topic?

See the Independent Reading Routine on pp. TR38-TR39.

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Talk one at a time.
- Listen to others with care.
- Build on the ideas of other children by responding to what they say.
- Talk about the topic and texts under discussion.
- Ask questions if you don't understand what someone said or if you want to know more.

See the Text Club Routine on pp. TR40-TR41.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding: *Readers understand we can learn lessons through characters in stories.* As you build your Text Club library, consider using the texts below.

Sheep in a Shop

by Nancy Shaw
Literary Text
Lexile 150L

Count on Pablo

by Barbara deRubertis
Literary Text
Lexile 190L

The Penny Pot

by Stuart Murphy
Literary Text
Lexile 240L

Benny's Pennies

by Pat Brisson
Literary Text
Lexile 360L

A Bargain for Frances

by Russell Hoban
Literary Text
Lexile 480L

Lemonade for Sale

by Bettina Ling
Literary Text
Lexile 160L

Small Group Center Ideas

During Small Group instruction, children can use independent center activities to work on and complete while you work with individuals or groups. Centers can provide opportunities for children to practice and apply what they are learning with *ReadyGEN*. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand we can learn lessons through characters in stories.

CENTER TASKS

- Have children draw pictures of the characters and settings for two independent reading books.
- Have children create a sketch and write some words to describe a character in an independent reading book. Have them write what lesson they learn from the character.
- Have children create character trading cards that describe the characters in two independent reading books. Tell them to write a lesson learned on the back of each card.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that word choice enables a reader to understand a story.

CENTER TASKS

- Have children write an advertising jingle that Pauline and John-John could use to sell lemonade.
- Have children imagine walking through their own “market” (supermarket). They should draw or write a scene telling what they see, hear, and smell there.
- Have children write a scene in which they buy something they really want to buy. Tell them to choose words that clearly describe the item they buy.

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that word choice enables a reader to understand a story.

CENTER TASKS

- Have children add words to the class word wall that can be used to describe feelings. Begin with words from the story such as excited and longed.
- Have children add words and phrases to the class word wall that can be used to describe settings.
- Have children create “Characters” and “Lessons” vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that help them determine the lesson of the story.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that how people choose to use their resources can help them get what they want and need.

CENTER TASKS

- Have children use computers or tablets to make signs for an upcoming bake sale or book sale at your school.
- Have children use books or online resources to learn about money. Tell them to create posters showing the value of pennies, nickels, dimes, quarters, and dollars.
- Have children research a type of shop (supermarket, bakery, bookstore, etc.) and create a poster showing key facts and details they learned.

LESSON

1

UNIT 3 • MODULE A

LESSON OBJECTIVE

Understand that story elements are equally important.

READING OBJECTIVES

- Identify key events and details in a story.
- Read closely to understand language and story elements.

Read Anchor Text

Build Understanding

INTRODUCE Tell children that today you will start a new module focused on making choices. You will read aloud *My Rows and Piles of Coins*, a fictional story about a boy in Tanzania, a country in Africa. Children will learn about life in Tanzania and understand that people everywhere make choices. Have children focus on the Enduring Understanding: *Readers understand we can learn lessons through characters in stories.*

First Read of the Lesson

EXPLORE THE TEXT Introduce the book *My Rows and Piles of Coins* to children. Hold up the book and point to the illustration on the front cover. Explain that the story is about this boy, Saruni, and what he wants to do with his money, his rows and piles of coins. Explain that as children listen to and read the fictional stories in this module, they will begin to answer the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MY ROWS AND PILES OF COINS Use the **Read Aloud Routine**. As you prepare to read *My Rows and Piles of Coins*, encourage children to think about the “gist” of the story. Tell them to think about who the story is about, where the story takes place, and what happens in the story. For this first reading, read aloud the entire story. After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 121 of the *Reader’s and Writer’s Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on pp. 4–9 and p. 32. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- Who is main character in this story? Saruni. What do we know about Saruni from reading these pages? He is a young boy. He helps his mother at the market. He wants to buy a bicycle of his own. Who is telling the story, Saruni or someone else? How do you know? Saruni. The story says “I” did things. **Key Ideas and Details**
- What is the setting of this part of the story? It takes place at the market. What do people do at the market? They buy and sell things. What are some of the things Saruni sees for sale at the market? He sees peanuts, *chapati*, rice cakes, toys. **Key Ideas and Details**
- There are some unfamiliar names and words on these pages: *Saruni*, *Yeyo*, *Murete*, *chapati*, *sambusa*. We can learn what these words mean and how to say them on p. 32. Pronounce and define the words for children. Why do you think the author wants us to have this information? so we can understand more about Tanzania and the people who live there **Craft and Structure**
- Yeyo gives Saruni “five whole ten-cent coins.” Saruni gapes, or stares, at the money until Yeyo says, “What are you waiting for?” How does Saruni feel at the point? How can you tell? He is surprised that Yeyo has given him that much money. He stands there staring at the coins as if he can’t believe they are real. **Key Ideas and Details**
- Look at the illustration of the market on pp. 6–7. How is the market different from the stores you shop at? How is it the same? Same: people buy and sell food and other items; different: the market is outside, the food is in big bags or on trays, not in small packages. **Integration of Knowledge and Ideas**
- The Enduring Understanding for this lesson says we can learn lessons through characters in stories. What lesson can we learn from Saruni? Being generous and helpful is sometimes rewarded. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

KEY IDEAS Be sure children understand the concept of “making a choice.” Explain that when we make a choice, we decide what we want or what to do. We choose one thing or action instead of the other.

STRATEGIC SUPPORT

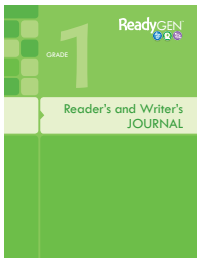
STORY ELEMENTS If children have difficulty understanding the story elements, ask questions to help them get the gist of the story. Point to illustrations as you ask: Who is the story about? Where does the story take place? What happens first? What happens next?

READING OBJECTIVES

- Learn text-based vocabulary.
- Identify story elements and key details.

Text-Based Vocabulary

- coins, p. 5
- bicycle, p. 9
- saved, p. 26



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 123 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What do Saruni's coins look like? What kind of bicycle does Saruni want to buy? What has Saruni saved?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children look again at pp. 6–9 and discuss what happens as Saruni walks through the market. What does he see? What does he want to do at first? What does he decide? Why do you think he makes that choice? Use the **Whole Class Discussion Routine**.

Explain that one part of a group discussion is asking questions to gather more information from the person who is speaking. It is important to understand each person's ideas.

You may wish to provide a model through a think aloud, such as the following: *Sometimes when I am in a conversation, I need more information from the person who is speaking. I want to be sure I understand the speaker's ideas. I raise my hand so that the speaker knows I have a question. I ask the speaker my question. My question might be "Can you explain that again?" or "Why do you think that?"*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Is it important to save your money or is it okay to spend it as you earn it? Why do you think so?* (Possible responses: It's better to save it so that when you see something you really want, you can buy it. It's okay to spend it as you earn it. It's more fun to get something quickly.)

Reading Analysis Story Elements

Remind children that story elements are the main parts of the story: the characters (who the story is about), the setting (where the story takes place), and the story events (what happens in the story). The key details in a story tell about the story elements.

As a group, discuss the story elements of *My Rows and Piles of Coins*. Use a three-column chart to record details about the characters, settings, and events.

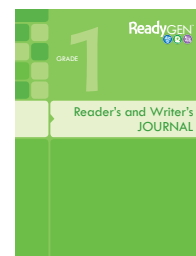
KEY IDEAS AND DETAILS Ask children questions to help them identify story elements. Have them page through the story to give details.

- Who are the characters in the story? (Saruni, Yeyo, Murete)
- What are the settings of the story?
Remember, the story can happen in more than one place. (the market, Saruni's house)
- What are the story events? What are the main things that happen in the story?
(Saruni decides to buy a bicycle. He saves his money. He practices riding Murete's bicycle. He keeps doing chores to earn more money. He learns to ride a loaded bicycle. He finally tries to buy a bicycle but doesn't have enough money. Murete gets a motorbike and sells his bicycle to Saruni. Yeyo and Murete give Saruni his money back as a reward.)

Independent Reading Practice

READING ANALYSIS: STORY ELEMENTS Have children work independently to draw a picture showing one story element: a character, a setting, or a story event. Have children label their drawings.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 125 of their *Reader's and Writer's Journal*. Children should complete the sentence by writing a word or two describing Saruni. Tell children to refer to the text and illustrations in the book for evidence.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Identify story elements.
- Read closely to understand story details.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify story elements in *My Rows and Piles of Coins*,

then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Help children decide which story element they will draw by first reviewing story elements in general: characters are who the story is about, setting is where the story takes place, story events are what happens. Then review the characters, setting, and main story events from the three-column chart you created in the Whole Group activity. Point to corresponding illustrations in the book as you go through the chart. When children are ready to start their drawings, ask them to tell you what they plan to draw by giving the name of the character, the name of the place, or the specific story event. As children draw, ask questions to keep them on track: What does Saruni wear? What does the market look like? What is happening here? Help children find information in the story to help them with their drawings. Let children dictate labels for their drawings.

Close Reading Workshop

REVISIT MY ROWS AND PILES OF COINS Read aloud pp. 5–9 again. Then discuss the following questions. Help children find text evidence to support their answers.

- 1 **What clues can you find that tell about Saruni?** (Possible answers: He looks happy to have coins. He has lots of choices of things to buy. He wants a bicycle.)
- 2 **What questions do you have about Saruni?** (Possible answers: Why does he want a bicycle? Does he have enough money to buy one?)
- 3 **Do you think Saruni makes good choices about how to spend his money? Use details from the story to tell why.** (Possible answers: Yes. He is careful with the coins in his pocket. He doesn't spend them quickly. He thinks about what he really wants.)

EXTENSIONS

MONITOR PROGRESS

If...children can identify the story elements of *My Rows and Piles of Coins*,
then...extend the Reading Analysis activity by having them compare and contrast Saruni's experiences with their own.

Reading Analysis

Have children work independently to compare and contrast themselves to Saruni. Ask children to draw a picture of themselves with something they would like to buy (or would like to have). Under the picture, have them write words or sentences telling about the picture and what it shows. Then have children draw a picture of Saruni with the item he really wants to buy. Have children write words or sentences to tell about the picture.

When children have completed their drawings, have them share their work with a partner and discuss similarities and differences between themselves and Saruni.

- How are you like Saruni? How are you different from Saruni?
- What do you want to buy? Why do you want to buy it? Are you saving money so that you can buy it?

WRITING OBJECTIVES

- Retell a story.
- Use pronouns.

Writing

Narrative Writing

Include Details About Key Events

TEACH Remind children that story events are one of the story elements they've learned about. Story events tell what happens in a story. Writers include details to tell about key story events. Review key story events by asking questions:

- What happens first in *My Rows and Piles of Coins*? What does Saruni decide to do with his money?
- What does Saruni practice? Is he good at it at first? Does he give up?
- How does Saruni earn more money?
- What does Saruni learn to do?
- What happens when Saruni goes to buy a bicycle at the market? What happens the next day?

ANALYZE THE MODEL Through discussion, help children see that the writer includes details to help the reader understand more about the story events. Read aloud the passage from p. 9. Point out details the writer uses to give information.

At the edge of the market, I stopped. In a neat, sparkling row stood several big new bicycles. One of them was decorated all over with red and blue. That's what I would buy!

Details tell about Saruni's choice.

Read aloud the passage from p. 18. Explain that the details here help the reader understand what Saruni does to keep earning money. The details also tell the reader that time is passing.

The heavy March rains came. The ground became so muddy, nobody went to market. Instead, I helped Yeyo with house chores. When it wasn't raining, I helped Murete on the coffee farm. It stopped raining in June. Not long after, school closed. Our harvest... was so big, we went to market on Saturdays and Wednesdays. My money box grew heavier and heavier.

Details tell about what Saruni does and what happens as a result.

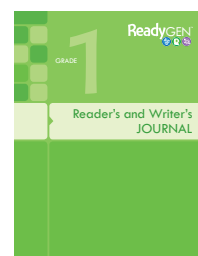
Conventions Use Pronouns

TEACH AND MODEL Remind children that pronouns take the place of nouns. Explain that writers use the pronoun *I* when they are writing about themselves (or when a character is speaking about himself or herself). They use *he*, *she*, and *it* to tell about others.

I is a pronoun that tells about Saruni, the person telling the story.
She is a pronoun that tells about Yeyo.

I enjoyed the breeze on my face, the pedals turning smoothly under my feet, and, most of all, Yeyo's proud smile as she watched me ride.

APPLY Ask children to use the pronoun *he* in their retellings. If children use the sentence frames, have them circle the pronoun. For extra practice, have children do the Lesson 1 activity on p. 127 of their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITING Now tell children they will retell *My Rows and Piles of Coins*, including key details to tell about the main events of the story. Children can use p. 130 in their *Reader's and Writer's Journal* to fill in sentence frames, or they can write sentences of their own.

USE TECHNOLOGY If computers are available, let children type their sentences.

Writing Wrap-Up

Have children share their retellings. Remind them to use pronouns.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

RETELLING Help children orally retell the story. Page through the book and ask simple questions: Who is this? What does Saruni want to buy? Whose bicycle is he riding? Does he fall? What does Murete buy? What does Saruni buy?

STRATEGIC SUPPORT

RETELLING Ask questions to help children fill in the sentence frames: What does Saruni want to buy? What is Saruni saving? Whose bike does Saruni try to ride? What happens? How does Saruni earn more money?

LESSON OBJECTIVE

Understand that a character's feelings are an important detail in a story.

READING OBJECTIVES

- Analyze and understand the impact of word choice.
- Read closely to understand language and character development.

Read Anchor Text

Build Understanding

INTRODUCE Tell children that today you will read aloud again from *My Rows and Piles of Coins*. As you read, children should think about Saruni's emotions and how the writer describes them. Have children focus on the Enduring Understanding: *Writers understand that word choice enables a reader to understand a story.*



First Read of the Lesson

EXPLORE THE TEXT Review the book *My Rows and Piles of Coins* with children. As you page through the book, remind children of character names, settings, and key events in the story. As they look again at the illustrations, ask children to think about how Saruni is feeling during different parts of the story. Remind children that as they listen to and read the fictional stories in this module, they will begin to answer the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MY ROWS AND PILES OF COINS Use the **Read Aloud Routine**. For this first reading, read aloud pp. 4–11. Ask children to listen for words that tell about feelings. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 121 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on p. 11. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What is Saruni doing on this page?** He is looking at the money he has saved and counting it. **Where did the money come from?** Saruni earned it by helping Yeyo with market work. **Key Ideas and Details**
- **Where does Saruni keep his money?** in a secret money box **Why do you think he keeps it secret, or hidden?** so no one will take it **Key Ideas and Details**
- **Vocabulary** The text says, “By the dim light of the lantern, I feasted my eyes on the money.” A feast is a big meal. What do you think it means to feast your eyes on something? It means to look at it for a long time. Your eyes “eat” the sight. **How do you think feasting his eyes on all the money makes him feel?** Possible answers: happy, proud
- **Vocabulary** Saruni “arranged all the coins in piles and the piles in rows.” Look at the picture of the coins. **Which part shows a pile of coins? Which part shows a row of coins?** A pile is a little stack. A row is the piles in a line. **Are the piles all the same size?** yes. **Why do you think Saruni put his coins in piles and rows before he counted them?** It made it easier to count the coins.
- **Look at the illustration of Saruni. How do you think he feels as he looks at his money?** He feels happy, proud, and excited. **What does he say about having so much money?** He says he couldn’t believe it was all his. **Integration of Knowledge and Ideas**
- **What is Saruni thinking about as he looks at the money?** He is thinking about the bicycle he wants to buy. **Key Ideas and Details**
- The text says Saruni thought about the bicycle he “longed” to buy. If you long for something, you want it very much. **Why do you think the author chose that word to tell about Saruni?** It’s a stronger word than *wanted*. It shows Saruni thinks of nothing but the bicycle. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Explain to children that the word *long* can be used to describe length, that is, a *long* piece of string. It can also be used to tell about something that takes a lot of time: We watched a very *long* movie. These are probably usages that children are familiar with. On p. 11, however, *long* is used as a verb that means “to want something a lot.” *Longed* is the past tense of the verb.

STRATEGIC SUPPORT

KEY DETAILS Help children understand what it means to make rows and piles with counters or coins. Demonstrate making a pile and have children copy your action. Then arrange the piles into rows. Guide children to understand that counting the coins in this order is easier than counting them one by one.

READING OBJECTIVES

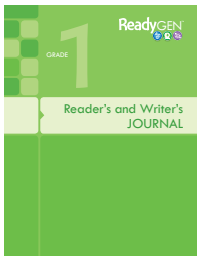
- Learn text-based vocabulary.
- Analyze word choice.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- buy, p. 5
- money, p. 5



Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to use each word in a sentence on p. 123 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What does Saruni want to buy? How does Saruni earn money?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children look again at p. 11 and discuss how Saruni feels. Ask them to think about the setting—where is Saruni and what time of day is it? What has he been doing all day? What is he doing now? Encourage children to use words other than *happy* or *excited* to tell about Saruni's emotions. Prompt them to tell about their own experiences saving money, especially in a piggy bank or other safe/secret place. Use the **Small Group Discussion Routine**.

Remind children to ask questions to gather more information from the person who is speaking.

You may wish to provide a model through a think aloud, such as the following: *Yesterday, we talked about asking questions to gather more information from the person who is speaking. During small group discussions, I remember to wait until the speaker is finished speaking before asking questions. I can ask questions about something I didn't understand or ask the speaker to tell more about an idea that he or she has.*

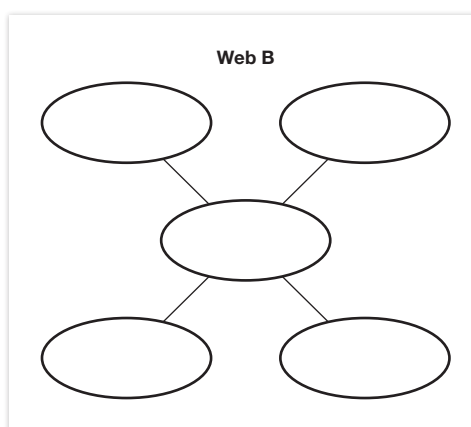
TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Is a new game or toy or book more special to you if you buy it yourself with your own money? Why or why not?* (Possible responses: Yes, because I worked to get the money and saved it, so I only spend it on something special. No, because the main thing is having the new game. It doesn't matter how I get it.)

Explain to children that writers think carefully about the words they use. Word choice, choosing the right words, helps the writer tell a story. Powerful words and phrases can help the reader understand how a character is feeling.

As a group, discuss the powerful words the author chooses to tell about Saruni's feelings in *My Rows and Piles of Coins*. Use a separate word web to help children analyze each example.

WORD CHOICE Write the italicized word or phrase in the center circle. Add answers to the questions in the outer circles.

- Turn to p. 6. The text says, “My *heart beat excitedly*.” How does Saruni feel? Why does he feel that way? What do you think his heart sounds like in that moment? Why is this stronger than just *excited*?
- Turn to p. 9. The text says, “A gruff voice *startled* me.” What does it mean to be startled? How do you think Saruni moves? How do you think he feels about the man?
- Also on p. 9, the text says, “*Embarrassed*, I hurried back to Yeyo.” How do you feel when you’re embarrassed? Is it a good or bad feeling? Why is Saruni embarrassed? What does he do? Why did the author choose to use this word?
- Turn to p. 11. The text says Saruni thought about the bicycle he *longed* to buy. How is *longed* different from *wanted*? What does it tell you about Saruni’s feelings? Is Saruni sure he can buy the bike, or is it still kind of a dream?



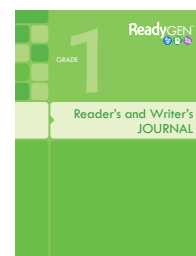
Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Have children choose one of the powerful words/phrases you discussed and draw a picture of Saruni in that moment. Ask children to label their drawing with the word/phrase they chose.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 125 of their *Reader's and Writer's Journal*. Tell children to refer to the text and illustrations in the book for evidence.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Understand word choice.
- Demonstrate fluency through oral reading.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand word choice in *My Rows and Piles of Coins*,
then...use the Language Analysis lesson in small group to help them.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Review the word webs with children, turning to the corresponding page in the story as you talk about the words and phrases. Remind children that writers choose strong words to tell about how a character is feeling. Discuss how Saruni is feeling at each moment: when his heart beats excitedly, when he is startled, when he is embarrassed, and when he longed for the bicycle. If children struggle to understand word meaning, provide simple, specific examples: I was embarrassed when I dropped my lunch. I was startled when someone knocked loudly on the door. Then help children pick one of the story moments to draw. Let them use the illustrations in the book for help, but tell them to focus on Saruni and what is happening to him. For example, if children want to draw Saruni being startled, they could also draw the man who startles him. Help children label their drawings with the correct word or phrase.

Oral Reading

EXPRESSION Remind children that reading with expression means reading with feeling and emotion. Have children follow along as you read aloud from an appropriate-level book. Model reading with expression.

Have children read the same passage aloud, stressing expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand the importance of powerful words in *My Rows and Piles of Coins*,
then...extend the Language Analysis activity by having them make their own list of powerful words.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Language Analysis

Have children work with a partner to make a list of “basic” feeling words. (You might suggest the following, at the minimum: *sad, happy, mad, tired, hungry*.) Then have partners think of another, more powerful word they could use to replace each basic word. Demonstrate the use of a thesaurus or a dictionary to look up words, or tell children they can look through stories or simply brainstorm to find words.

After children have come up with their list of powerful words, have them draw a picture that shows one of the emotions. Tell children the picture does not have to show a person. They can draw anything that they think expresses the emotion they want to show.

When children have completed their drawings, have them share their work with their partner and ask the partner to guess which emotion is shown.

Oral Reading

EXPRESSION Remind children that reading with expression means reading with feeling and emotion. Have children follow along as you read aloud from an appropriate-level book. Model reading with expression.

Have children read the same passage aloud, stressing expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

WRITING OBJECTIVES

- Write about a character.
- Use pronouns.

Writing

Narrative Writing

Include Details About Feelings

TEACH Remind children that writers include details about characters, settings, and story events. Explain that some of the details about a character include how the character is feeling in different situations. Ask questions to help children understand that details can include what a character looks like, what a character thinks and says, and what a character does. All of those details can help a reader understand how a character is feeling.

- Suppose a writer writes that a character is sitting with her head down and her shoulders slumped. What does that tell you about the character's feelings?
- Suppose a character looks into a hole and then jumps away quickly. What does that tell you?
- Suppose a character says, "That's not fair! I'm going home right now!" How do you think the character is feeling?

ANALYZE THE MODEL Through discussion, help children see that the writer includes details in *My Rows and Piles of Coins* to tell about Saruni's feelings. Read aloud the passage from p. 6. Point out details the writer uses to tell about feelings.

My heart beat excitedly. I wanted to buy everything, but I clutched my coins tightly in my pocket.

Details tell how Saruni feels about the market and his money.

Read aloud the passage from p. 9. Explain that the details here tell about Saruni's feelings when he is looking at the bicycles and the man startles him.

I turned and bumped into a tall, skinny man, who laughed at my confusion. Embarrassed, I hurried back to Yeyo.

Details tell about Saruni's reaction to being laughed at.

Point out that Saruni "hurried away." His movement is related to being embarrassed—he wants to get away quickly before the man laughs at him again.

Conventions Use Possessive Pronouns

TEACH AND MODEL Remind children that pronouns take the place of nouns. Explain that some pronouns can show ownership. *Instead of writing **The bicycle is Saruni's**, I can write **The bicycle is his**.*

My tells that this is Saruni's father. His takes the place of Murete's.

For some time now, Murete, my father, had been teaching me to ride his big, heavy bicycle.

APPLY Ask children to use the possessive pronoun *his* in their writing. For extra practice, have children do the Lesson 2 activity on p. 127 of their *Reader's and Writer's Journal*.

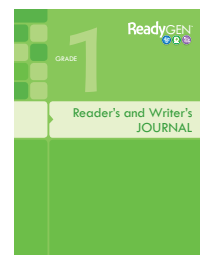
Independent Writing Practice

WRITING Now tell children they will write about Saruni. They will describe Saruni and tell about his feelings in words and pictures. Have children choose one or two parts of the story that they want to write and draw about. They can start with pictures first or words first. Explain to children that their writing and drawing should clearly tell and show what Saruni is feeling. Children should be prepared to tell the class what story event their drawing shows and what emotions Saruni is feeling during that event.

USE TECHNOLOGY If computers are available, let children type their sentences. Children can print the sentences and attach them to their drawing.

Writing Wrap-Up

Have children share their drawings and descriptions. Remind them to use pronouns.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

WRITING SUPPORT Help children choose a story event. Ask questions to help them understand what emotions Saruni is feeling: What is happening here? Is Saruni happy or sad? How can you tell? How do you feel when someone laughs at you? After children draw their picture, help them compose a sentence to tell about it.

STRATEGIC SUPPORT

WRITING SUPPORT Choose a story event for children to draw and write about. Help children analyze the event and Saruni's feelings before they begin drawing and writing. Ask questions to guide them: Where is Saruni now? Who is with him? What happens? Does that make Saruni feel (mad, happy, scared)?

LESSON OBJECTIVE

Understand that the setting of the story is an important detail.

READING OBJECTIVES

- Understand setting.
- Read closely, citing text-based evidence in discussions.

Read Anchor Text

Build Understanding

INTRODUCE Tell children that today you will read pages from *My Rows and Piles of Coins*. Today as you read, children should think about the settings of the story and how the writer describes them. Have children focus on the Enduring Understanding: *Writers understand that word choice enables a reader to understand a story.*



First Read of the Lesson

EXPLORE THE TEXT Ask children questions to review *My Rows and Piles of Coins*. Page through the book, asking questions about key events, characters, and settings. As children look again at the illustrations, ask them to think about where the story events take place and how the author gives information about the settings. Remind children that as they listen and read, they will continue to build their understanding of the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MY ROWS AND PILES OF COINS Use the **Read Aloud Routine**. For this first reading, read aloud pp. 4–13. Ask children to listen for words that tell about settings. After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 121 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on p. 12. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What is Saruni trying to do?** He is trying to ride Murete's bicycle. **How did Murete try to help?** He held the bicycle steady. **What happened when Murete let go?** Saruni wobbled, fell off, or crashed.

Key Ideas and Details

- **Can you ride a bike? How did you learn?** Let children respond. **How do you think Saruni felt when he fell off in front of the other children?** He was probably embarrassed. **Integration of Knowledge and Ideas**
- **What is the setting of this page?** a road/path near Saruni's house **How do you know?** The illustration shows a road/path. The text says "other children from the neighborhood" watched. Saruni practices every day when he isn't helping Yeyo prepare supper. **Key Ideas and Details**
- **Vocabulary** When the children laughed, Saruni thought "Go on, laugh... Soon I would be like a cheetah on wheels, racing on errands with my very own bicycle!" **What is a cheetah?** a big, fast cat **When Saruni says he'll be like a cheetah on wheels, what does he mean?** He means he'll be able to go fast, like a cheetah, because he will have a bicycle.
- **When Saruni wobbled, fell off, or crashed into things, did he give up or did he keep trying?** He kept trying. **Why?** He knows he has to learn to ride a bicycle or there's no point in buying one. **Integration of Knowledge and Ideas**
- **Is Murete's bicycle the right size for Saruni?** no **What details from the text help you understand that it is too big?** The text says Saruni's toes barely touched the pedals. **Key Ideas and Details**
- **What lesson do you learn from Saruni on this page?** Don't give up. Sometimes you have to work hard to get what you want.

Key Ideas and Details

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Show children a picture of a cheetah and explain that this big African cat can run very, very fast. When Saruni says he will be like a cheetah on wheels, he doesn't mean he will look like the cat with wheels. He means he will be as fast as the cat when he is on his new bicycle.

STRATEGIC SUPPORT

INTEGRATION OF IDEAS To help children understand Saruni's determination, ask them to tell what happened when they learned to ride a bike (or learned something else new). Point out that Saruni falls and gets laughed at but he gets back up and continues to practice. He is sure he will get a new bike and wants to learn to ride before that happens.

READING OBJECTIVES

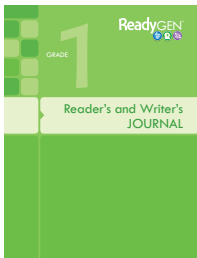
- Learn text-based vocabulary.
- Analyze details about setting.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- pedals, p. 12
- market, p. 5



Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 123 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *When you ride a bike, what part do your feet go on? Can Saruni reach the pedals on Murete's bicycle? What do people do at the market? What does Saruni want to buy at the market?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children look again at p. 12 and discuss how the setting affects the story events. Ask children to think about where Saruni practices riding the bicycle. Who else is there? Why are they there? What might be different if Saruni practiced somewhere else? Use the **Paired Discussion Routine**.

Have partners discuss the setting and how it affects the story. Remind children to ask questions to be sure they understand their partner's ideas. When partners report their ideas to the whole group, remind children that they can ask questions to get more information.

You may wish to provide a model through a think aloud, such as the following: *The question is this: How does the setting affect the action in the story on p. 12? I think about the question first. I look at the pages to remember what the setting is. Then I think about what happens on these pages. Would something different happen if the action took place somewhere else? What if Saruni was practicing away from his neighborhood?*

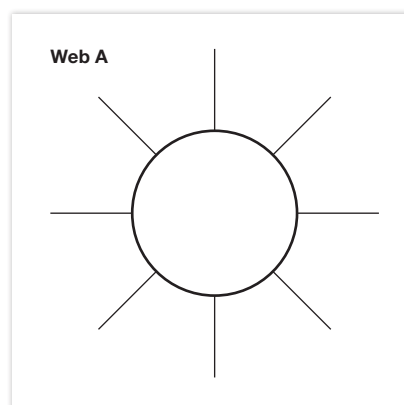
TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think it bothered Saruni when the other children laughed at him? Why or why not?* (Possible responses: Yes, I think it bothered him. I don't like it when people laugh at me. It's embarrassing. No, I think it didn't bother him. He kept practicing. He thought about how fast he would be, not about them laughing.)

Explain to children that to describe something means to tell and show what that thing is like—what it looks like, feels like, sounds like, tastes like, and smells like. Descriptive details in a story tell about the characters, the action, and the setting. Words and pictures give descriptive details.

As a group, discuss the details that describe the African village in *My Rows and Piles of Coins*. Use a word web to list details from the text and the illustrations.

DESCRIPTIVE DETAILS Write Saruni's Village in the center circle. Write details on each line.

- Turn to p. 6. What details about the setting do you see in the illustration? Listen to the text. Read the page aloud. What details can we add about the setting? What is the market like?
- Turn to p. 10. What details do you learn here? Does Saruni's house have electricity?
- Turn to p. 12. This is Saruni's neighborhood. Are there lots of houses and cars? What do you see? What does the text say Saruni crashes into?



Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Have children close their books and draw their own picture of the market in Saruni's village. Ask children to write one or two words describing the market.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 125 of their *Reader's and Writer's Journal*. Tell children to refer to the text and illustrations in the book for evidence.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways characters learn lessons.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Use details to describe setting.
- Understand descriptive details.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand details about the setting of *My Rows and Piles of Coins*,
then...use the Language Analysis lesson in small group to help them.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

Language Analysis

Before children begin drawing, look with them again at the illustrations on pp. 4–13. Ask questions to focus attention on the market setting. Close the book and tell children to picture the market in their mind. Then have them draw what they remember about the market. Help children choose one or two words to write to describe the market.

Close Reading Workshop

SLEUTH WORK Have children read “Are You My Kitten?” on p. 24 of *Sleuth*. Then use the steps below to help groups answer the *Sleuth* questions. Have children use text evidence to support their answers.

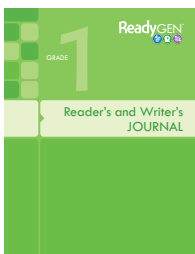
LOOK FOR CLUES Find the part about the third kitten. What does the kitten do that the other kittens don’t do? (It touches Kelly’s hand.)

ASK QUESTIONS Have children think of more things they would like to know about how to take care of a kitten. Children can dictate a list of questions they would like to ask.

MAKE YOUR CASE Ask children what colors the kittens are. Then ask if they would like a furry pet or a smooth pet, a quiet pet or an active pet.

PROVE IT! Have students work with a partner to discuss what animal would make the perfect pet. Have partners share their ideas with the class. Encourage children to have at least one reason to convince the class to choose their idea.

After students discuss the *Sleuth* steps, direct them to pp. 128–129 of the *Reader’s and Writer’s Journal* to further explore “Are You My Kitten?”



EXTENSIONS

MONITOR PROGRESS

If...children understand how to find descriptive details in a text,
then...extend the Language Analysis activity by having them compare Kelly's perfect pet to their own.

Language Analysis

After children read "Are You My Kitten?," have them compare Kelly's perfect pet to their own perfect pet. Tell children they can write about a real pet or their idea of a perfect pet.

- What is Kelly's perfect pet? (A gray, white, and black kitten.)
- What is your perfect pet? (Answers will vary.)
- How is your perfect pet different from Kelly's? How is it the same?
- What will you do/do you do to take care of your perfect pet? What does Kelly do?

WRITING OBJECTIVES

- Use details to write about a setting.
- Use adjectives.

Writing

Narrative Writing

Include Details About Setting

TEACH Remind children that a narrative is a story that has made-up characters, settings, and story events. When writing a story, writers create characters and tell what they do. The setting can be important too. Explain that details about a setting can tell what a place looks like, what it feels like, what it sounds like, and what it smells like. Tell children to think of your classroom as a setting for a story. Guide children to describe the room.

- Is our room filled with things or is it empty? Is it bright or is it dark? Is it clean or dusty?
- What does our room feel like? Is it hot or cold?
- Can you hear sounds? What? Are there smells from the cafeteria? From outside?

ANALYZE THE MODEL Through discussion, help children see that the writer includes details to describe the setting in *My Rows and Piles of Coins*. The details help the reader understand what Saruni's village is like. Read aloud the passage from p. 6 as children look at the illustration. Point out details the writer uses to describe the setting. Ask children how the details help them imagine what the market smells like, too.

I saw roasted peanuts, *chapati*, rice cakes, and *sambusa*. There were wooden toy trucks, kites, slingshots, and marbles.

Details describe the things that Saruni sees at the market.

Read aloud the passage from p. 12. Explain that the details here help the reader understand more about where Saruni lives. The illustration adds other details.

Whenever Murete let go, I wobbled, fell off, or crashed into things and among the coffee trees.

Details tell what is near Saruni's house.

Point out that children can understand other details about the setting by looking at what the children are wearing (shorts and t-shirts, so it must be warm) and what the road is made of (gravel, not paved, so it is probably dusty; there are probably not a lot of cars in the village).

Conventions Use Adjectives

TEACH AND MODEL Tell children that adjectives tell about nouns. They describe people, places, and things. *I can say The coffee tree is tall and green. Tall and green tell about the coffee tree.*

Neat and sparkling tell about the row of bicycles. Big and new describe the bicycles.

In a neat sparkling row stood several big new bicycles.

APPLY Remind children that adjectives describe places. Have them use one adjective to describe your classroom. For extra practice, have children do the Lesson 3 activity on p. 127 of their *Reader's and Writer's Journal*.

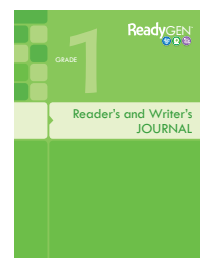
Independent Writing Practice

WRITING Tell children they will begin planning their own narratives. They will, over the next lessons, write a story about a character who is saving money to buy something. Today children will create a scene for the beginning of the story. The scene could be in a mall or store as the character sees something he or she wants to buy. Brainstorm possibilities with the class, and then ask children to draw a picture and write some words describing the scene. Coach them to show or tell how their setting looks, sounds, feels, and smells.

USE TECHNOLOGY If computers are available, you may wish to have children begin writing their story on the computer. They can add to it each day.

Writing Wrap-Up

Have children share their story plans. Remind them to use adjectives as they tell about their setting.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

ADJECTIVES Review adjectives with children by using classroom objects and describing them. Ask questions about the object if children have enough vocabulary to answer: What color is it? Is it big or little? Is it hard or soft? If children need more support, model describing the object and have them repeat the adjectives.

STRATEGIC SUPPORT

ADJECTIVES Brainstorm with children a list of adjectives they could use to describe a place. Then help them decide which of those words could tell about Saruni's village. Model writing a sentence using one of the words.

LESSON OBJECTIVE

Understand the process of character development.

READING OBJECTIVES

- Use details to understand a character.
- Read closely, citing text-based evidence in discussions.

Read Anchor Text

Build Understanding

INTRODUCE Tell children that today you will continue to read pages from *My Rows and Piles of Coins*. Today as you read, children should think about details they learn about Saruni: what he says, what he does, and how he relates to other people. Have children focus on the Enduring Understanding: *Readers understand we can learn lessons through characters in stories.*



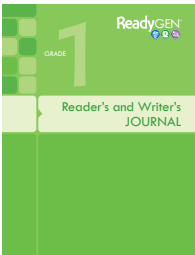
First Read of the Lesson

EXPLORE THE TEXT Review the characters in *My Rows and Piles of Coins*. Point to Murete, Yeyo, and Saruni in the different illustrations. Ask children to describe the characters using adjectives. Discuss the different facial expressions in the illustrations. Do the characters look happy? Sad? Excited? Remind children that as they listen and read, they will continue to build their understanding of the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MY ROWS AND PILES OF COINS Use the **Read Aloud Routine**. For this first reading, read aloud pp. 14–17. Ask children to think about what Saruni does on these pages. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 122 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on pp. 14–17. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What do Saruni and Yeyo do every Saturday?** They go to market to sell their goods. **How does Saruni help?** He pushes a wheelbarrow filled with fruits and vegetables. **Key Ideas and Details**
- **Vocabulary** **What fruits and vegetables do Yeyo and Saruni sell?** They sell beans, maize, pumpkins, spinach, and bananas. **Maize is what they call corn in Tanzania.**
- **Saruni says, “My money box grew heavier.” Why did it get heavier?** Yeyo paid him for helping her every Saturday. He put the coins in the box. **Key Ideas and Details**
- **Look at the words at the bottom of p. 15. Then look at the words at the bottom of p. 11. What do you notice?** They are mostly the same. **Why do you think the author wrote the words in this way?** Answers will vary; maybe to show that Saruni is still thinking about the bicycle. **What do you notice about the coins on the pages?** There are more rows and piles on p. 15. **Craft and Structure**
- **What happens on p. 16?** Saruni finally rides on his own. **How does Saruni feel?** He feels happy, proud, excited. **What details help you know?** He is smiling. The text says he enjoyed the breeze and Yeyo’s proud smile. **Integration of Knowledge and Ideas**
- **Why does Saruni want a bicycle of his own?** He wants to use it to help Yeyo. **What does that tell you about Saruni?** It tells that he is helpful, kind, and generous. **Integration of Knowledge and Ideas**
- **What lesson do you learn from Saruni on p. 16?** Work hard, don’t give up, keep your eye on your goal, etc. **Key Ideas and Details**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Use the illustration on p. 14 to reinforce vocabulary understanding and usage: *wheelbarrow, pumpkin, banana, spinach, firewood*. Have children pronounce each word after you. Use each word in a simple sentence: A banana is a yellow fruit. A pumpkin is round and orange. Saruni pushes the wheelbarrow.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding that Saruni is saving all his money to buy the bicycle, review p. 11 again. Remind children Saruni keeps all his coins in his secret money box. Turn back to p. 15 and point out that there are more coins now. Saruni has earned more money going to market with Yeyo each Saturday.

READING OBJECTIVES

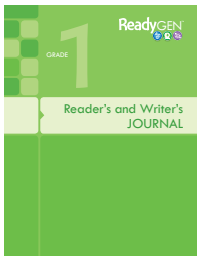
- Learn text-based vocabulary.
- Analyze details about characters.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- heavier, p. 15
- pedaling, p. 16



Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 124 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *Saruni's money box got heavier. What made it heavier? Why did Murete tell Saruni to keep pedaling? What happens if you stop pedaling on a bicycle?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children look again at pp. 16–17 and discuss how Saruni is feeling and why he is feeling that way. As part of the discussion, ask children to tell about Murete and Yeyo on these pages, too. How do they look? How do they feel? Use the **Whole Group Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *When I look at Saruni on p. 17, the first thing I notice is the huge smile on his face. I read on p. 16 that he has had more lessons with Murete and is finally able to ride on his own. I think about when I have tried and tried to do something. How did I feel when I finally got it right? I felt so excited! I think that is how Saruni feels here.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *What's the best, most-powerful word you can use to describe Saruni on these pages? Why do you think that's a good word to use to tell about him?* (Answers will vary, but children could say *happy*, *excited*, *proud*, *thrilled*, *amazing*, etc. They should explain that Saruni's hard work is earning him more money and his practice with Murete finally paid off.)

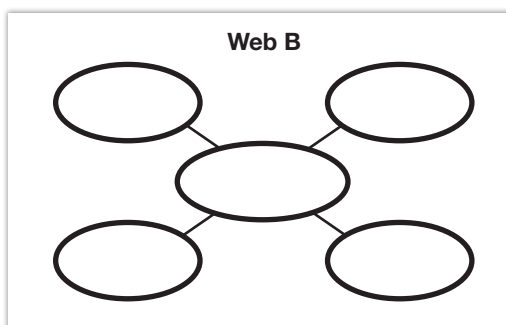
Reading Analysis Character

Remind children that characters are who a story is about. We learn about characters by paying attention to what they do, what they say, and their relationships with other people.

As a group, discuss Saruni's character in *My Rows and Piles of Coins*. Use a word web to list details that readers learn about Saruni from what he does, what he says, and how he relates to people around him. Use pp. 14–17.

CHARACTER DEVELOPMENT Write Saruni in the center circle. Write details in the outer circles. Add circles as needed.

- What does Saruni do on p. 14? He helps Yeyo. *Let's write that in a circle: He helps.* What else does he do that tells you about him? He saves his money.
- What does Saruni want to do with his rows and piles of coins? He wants to buy a bicycle. *Why does he want a bicycle?* So he can help Yeyo more. *What word would you use to describe him here?* generous, nice
- Turn to p. 16. How does Saruni want Yeyo and Murete to feel? proud Has Saruni worked hard to learn to ride? yes *Let's write those details.*

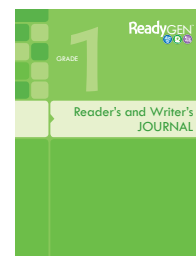


Independent Reading Practice

READING ANALYSIS: CHARACTER Have children close their books and draw a picture of Saruni. Tell them to write at least two details that tell about him as a character.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 126 of their *Reader's and Writer's Journal*. Tell children to refer to the text and illustrations in the book for evidence.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways characters learn lessons.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Use details to describe a character.
- Demonstrate fluency through oral reading.

Scaffolded Instruction for Small Group

MONITOR PROGRESS

If...children struggle to understand details about Saruni in *My Rows and Piles of Coins*,
then...use the Reading Analysis lesson in small group to help them.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Before children begin drawing, look with them again at the text and illustrations on pp. 14–17. Point out details about Saruni: he helps Yeyo by pushing the wheelbarrow, he saves his money to buy the bicycle, he finally rides the bicycle on his own, he wants Yeyo to be proud of him, he wants a bicycle so that he can help her even more. Guide children to understand that all these details tell important things about Saruni: he is kind, he is helpful, he wants to make his parents happy, he works hard. Close the book and tell children to picture Saruni in their mind. Then have them draw the character. Help children choose one or two details to write to describe Saruni.

Oral Reading

EXPRESSION Remind children that reading with expression means reading with feeling and emotion. When you read a character's words, you should try to make him or her sound like a real person. Have children follow along as you read aloud from an appropriate-level book. Choose a book with dialogue. Model reading with expression.

Have children read the same passage aloud, stressing expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children have a clear understanding of how details provide information about a character,
then...extend the Reading Analysis activity by having them compare Saruni to a favorite character in another story.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Have children work independently to create a word web about a favorite character from another story. Children can use a classroom book or can write about a character they remember. Remind children to think about these details:

- What does the character do?
- What does the character say or think?
- How does the character act with other people?

When children have finished their webs, have them tell a partner about the character. Then have partners take turns comparing the character they chose to the character of Saruni. Children should discuss how the two characters are alike and different.

Oral Reading

EXPRESSION Remind children that reading with expression means reading with feeling and emotion. When you read a character's words, you should try to make him or her sound like a real person. Have children follow along as you read aloud from an appropriate-level book. Choose a book with dialogue. Model reading with expression.

Have children read the same passage aloud, stressing expression. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

WRITING OBJECTIVES

- Use details to write about a character.
- Use possessive nouns.

Writing

Narrative Writing

Include Details About Characters

TEACH Explain to children that all the details they just discussed about Saruni came from the writer and the illustrator of the book. The details are there to help the reader understand the character. Remind children that details about a character include what the character says and thinks, what the character does, and how the character interacts with other people. Explain that some of the details change from page to page of the story while some stay the same.

- Does a character act the same way toward every person? No.
- Can a character be happy in one part of a story and sad in another part? Yes.
- But, if a character is a nice person, does that usually stay true for the whole story? Yes.

ANALYZE THE MODEL Through discussion, help children see that the writer includes many different details to tell about Saruni. Focus on p. 9 to help children understand Saruni at that one moment. Read aloud the entire page. Then point out specific details using the excerpts below. Ask children how the details help them understand Saruni.

At the edge of the market, I stopped. In a neat, sparkling row stood several big new bicycles. One of them was decorated all over with red and blue. That's what I would buy!

Details tell what Saruni thinks and feels. He sees the bike and knows instantly that he wants to buy it.

Now point out the illustration of Saruni and the man. Point out Saruni's hand on the bike, as if he is claiming it.

A gruff voice startled me. "What are you looking for, little boy?" I turned and bumped into a tall skinny man, who laughed at my confusion. Embarrassed, I hurried back to Yeyo.

Details tell Saruni's reaction to the man and how he feels about being laughed at.

Ask children how Saruni feels about the man laughing at him: embarrassed, unhappy. Do they think he liked being called "little boy"?

Conventions Use Possessive Nouns

TEACH AND MODEL Tell children that some nouns tell who something belongs to. *I can say **That bike belongs to the boy.** Or, I can say **That is the boy's bike.** **Boy's** shows that the bike belongs to the boy. Nouns that tell who something belongs to also can be plural: **Those are the boys' bikes.** The bikes belong to more than one boy.*

Yeyo's shows that the head belongs to Yeyo.

Saturday after Saturday, we took goods to market, piled high on Yeyo's head and on my squeaky old wooden wheelbarrow.

APPLY Have children use at least one possessive noun in their writing today. Have children circle the noun. For extra practice, have children do the Lesson 4 activity on p. 127 of their *Reader's and Writer's Journal*.

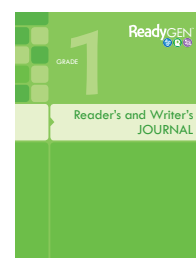
Independent Writing Practice

WRITING Remind children of the story they are planning about a character who is saving money to buy something. In Lesson 3 they created the first scene for the story. Today they will draw a picture and write some words to tell how their character plans to save money. Tell them to include details to show how their character feels.

USE TECHNOLOGY If tablets or cameras are available, let children take a picture of their finished work and send it via email to a parent.

Writing Wrap-Up

Have children share their drawings and descriptions. Encourage children to consider how *My Rows and Piles of Coins* can serve as a model for their writing.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POSSESSIVE NOUNS In many other languages, speakers show possession with a phrase (*of the boy*) instead of an apostrophe (*boy's*). Review the use of an apostrophe to form possessives in English. Help children see the difference between possessive and plural nouns: *boy's* vs. *boys*.

STRATEGIC SUPPORT

CHARACTER DEVELOPMENT If children have difficulty understanding that some details about a character can change, revisit p. 9 and p. 16. Point out that on p. 9, Saruni is embarrassed. He wants to get away from the man, and he probably doesn't really like the man. On p. 16, Saruni is proud of himself and happy to be with Yeyo and Murete.

LESSON OBJECTIVE

Think about an author's word choices and how they enable a reader to understand a setting.

READING OBJECTIVES

- Identify key events and details in a story.
- Read closely to understand language and story elements.

Read Anchor Text

Build Understanding

INTRODUCE Tell children that today, as they listen to you read again from *My Rows and Piles of Coins*, they will focus on the Enduring Understanding: *Writers understand that word choice enables a reader to understand a story.* Tell children that as you read aloud they should listen for words that tell how the boy helps his family and saves to buy a bicycle.

First Read of the Lesson

EXPLORE THE TEXT Display pp. 4–17 of the book *My Rows and Piles of Coins*. As children describe what is happening in the pictures, help them recall the story: a boy, Saruni, is saving to buy a bicycle so that he can help his mother carry goods to the market. Remind children that *My Rows and Piles of Coins* is a literary text. Explain that even though it is a work of fiction, readers can learn lessons from the story. Tell children that as they listen to the fictional story, they will think about how to answer the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MY ROWS AND PILES OF COINS Use the **Read Aloud Routine**. To prepare children for the second read, read aloud pp. 18–19 of *My Rows and Piles of Coins*. Ask children to listen for words that tell about the setting. As you read, ask children to think about how Saruni can help his family when they are unable to go to market. After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 122 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events that happen on pp. 18–19. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What does the story tell us about why nobody goes to market in March?** It says, “The heavy March rains came.” and “The ground became so muddy.” **Key Ideas and Details**
- **What words tell how Saruni helps his family when they cannot go to market?** “I helped Yeyo with house chores. When it wasn’t raining, I helped Murete on the coffee farm.” **Look at the picture at the top of p. 18. What kind of house chores do you think Saruni helped with?** sweeping **Key Ideas and Details**
- **Vocabulary** The story says, “We pruned the coffee trees and put fallen leaves and twigs around the coffee stems.” *Pruned* means “cut off part of a tree.” Coffee is made from beans that grow on *coffee trees*. Look at the picture at the bottom of p. 18. What can you tell about a coffee tree after it has been pruned? It is small.
- **Vocabulary** The story says, “Our harvest—fresh maize and peas, sweet potatoes, vegetables, and fruits—was so big, we went to market on Saturdays and Wednesdays.” The word *maize* is another name for corn. **What are some things people do with maize?** They can eat maize or grind it up to make flour for tortillas, cornbread, or cereal. **What are some ways you eat maize?** Possible answers: on the cob, popped corn, corn flakes, corn bread, or tortillas.
- **When the rain stopped in June, why did Saruni and his family go to market on Saturdays and Wednesdays, instead of just on Saturdays?** They grew so much food, they had enough to sell on two days. **Why did Saruni’s money box grow heavier and heavier?** He earned even more money because he helped on two days instead of one. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONTEXT CLUES Explain that a word that sounds like *maize* is *maze* and it means “a system of paths that is like a puzzle.” Tell children that often when they read or hear a word that sounds like another word, they can figure out the correct meaning by reading the words around it or by looking at the illustrations.

STRATEGIC SUPPORT

TEXT FEATURES If children have difficulty understanding that Saruni’s money box grows heavier because he earns more money, ask: How does Saruni get the coins? What do you notice about the coins on p. 19 compared to the coins on p. 15? Help children see that the piles and rows keep increasing and more coins makes the box heavier.

READING OBJECTIVES

- Learn text-based vocabulary.
- Analyze word choice.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- harvest, p. 18



Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. Check children's understanding of the word, *harvest*. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*.

Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for the word on p. 124 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *How would you describe the harvest? Do you think Saruni's family was happy with the harvest? Why do you think so?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children look again at pp. 18–19 to discuss how the harvest affected Saruni's family and Saruni himself. Use the **Small Group Discussion Routine**.

Remind children that when participating in a small group discussion, it is important to be a good listener as well as a good speaker.

You may wish to provide a model through a think aloud, such as the following: *An important part of being a good member of a group discussion is taking turns speaking and listening. When it is my turn to speak, I look at the listeners and speak clearly in a voice that is loud enough for everyone to hear. When it is not my turn to speak, I look at the person who is speaking, listen carefully, and ask questions if I don't understand what is being said.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think Saruni should keep emptying his money box and arranging the coins? Why or why not?* (Possible responses: Yes, because it's gratifying to see that his savings is growing. No, because he may become frustrated that he's not earning money fast enough.)

Language Analysis Craft and Structure

Remind children that the setting is when and where a story takes place. Tell them that writers carefully choose words to help readers picture the setting in their minds. Review the setting of *My Rows and Piles of Coins*: Tanzania, a country in Africa. Explain that when the setting is a place where people speak a different language, writers sometimes use words from that language to give readers a sense of the setting.

As a group, discuss the setting of *My Rows and Piles of Coins*. Use a two-column chart and record words the author uses from the language of Tanzania in the first column. Then show children the glossary. Read aloud and discuss the meanings of the words. Record the meanings in the second column.

WORD CHOICE Reread the first paragraph on p. 18. Ask children to focus on words the author uses from the language of Tanzania.

- What word does the author use to tell what Saruni calls his mother? (Yeyo)
- What word does the author use to tell what Saruni calls his father? (Murete)
- Why do you think the author used these words? (so readers can understand more about the setting)

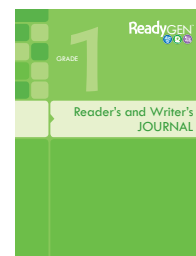
Independent Reading Practice

LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Have children choose one of the African words you discussed and draw a picture of Saruni with that person in the setting reflected on these pages of the book. Ask children to label their drawing with the word they chose.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 126 of their *Reader's and Writer's Journal*. Read the prompt aloud and have children respond by writing a word from p. 18 and what it means. Tell children to refer to the text in the book for evidence.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Understand how writers choose words.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how the writer chose words to help describe the setting of *My Rows and Piles of Coins*,
then...use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Review the two-column chart with children, turning to the corresponding sentences in the story as you talk about the words. Remind children that writers choose words to help readers “picture” the setting. Discuss how reading the African words for “mother” and “father” helps readers “picture” a setting that reflects a culture different from their own.

Close Reading Workshop

REVISIT MY ROWS AND PILES OF COINS Read aloud pp. 18–19. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1 What clues can you find in the text and illustrations that tell you how Saruni helps his family when they can't go to market? (The text says “I helped Yeyo with house chores.” In the illustration, Saruni is sweeping. The text says, “I helped Murete on the coffee farm. We pruned the coffee trees and put fallen leaves and twigs around the coffee stems.” In the illustration, Saruni is putting leaves around the coffee stems.)
- 2 What questions do you have about this part of the story? (Possible answers: Why are maize, peas, sweet potatoes, vegetables, and fruits grown on a coffee farm? How much more money does Saruni need to buy a bicycle?)
- 3 How would you describe Saruni at this point in the story? Use details from the text to support your answer. (Possible answers: He is a hard worker. He is dedicated to earning and saving money to buy his own bicycle. He doesn't give up easily; he keeps working and saving money, even though it is taking a long time.)

EXTENSIONS

MONITOR PROGRESS

If...children understand how the writer chose words to help describe the setting of *My Rows and Piles of Coins*,
then...extend the Reading Analysis activity by having them use words for “mother” or “father” in another language to help give a sense of another setting.

Reading Analysis

After children complete the Reading Analysis activity, help them brainstorm words they know for “mother” or “father.” They could be English words, such as *mom* and *dad* or *mommy* and *daddy*, or words that reflect other languages spoken in their homes, such as *madre* and *padre* in Spanish, or *haha* or *mama* and *chichi* or *papa* in Japanese. If appropriate, guide children to search the Internet to find words. Help the class compile a list of words for “mother” and “father.” Then have children choose one word from the list and write it down. Tell them to think about a setting where that word might be used. Have them draw a picture that shows the setting. For example, if the word is *madre*, the child might draw a picture of a mother and child making tortillas. Have children write or dictate a sentence to go with their picture. Have children share their drawings and sentences with the class.

WRITING OBJECTIVES

- Write a scene using sensory words.
- Use conjunctions.

Writing

Narrative Writing

Use Sensory Words

TEACH Remind children that good writers use sensory words, or words that describe how something looks, feels, sounds, smells, or tastes, to tell about times and places in a story. Good writers choose words to help “paint” a clear picture in the reader’s mind.

- What place does the author describe on p. 18 of *My Rows and Piles of Coins*?
- What words does the author use to describe this place?
- What would you see or hear if you were there?

ANALYZE THE MODEL Through discussion, help children see that the writer chooses words to tell about the setting that describe how it looks and what the reader would see or hear if he or she was there. Read aloud the following excerpt from the first paragraph on p. 18:

The heavy March rains came. The ground became so muddy, nobody went to market.

Words describe rain that creates ground too muddy to walk on. Readers can imagine what heavy rains sound like or what walking on muddy ground feels like.

Tell children that writers can use sensory words to tell about more than the setting. Read aloud the excerpt below from the second paragraph on p. 18. Explain that words here help the reader understand that as time passes, Saruni keeps earning and saving more money.

My money box grew heavier and heavier.

Words describe how the box feels.

Conventions Using Conjunctions

TEACH AND MODEL Explain that the words *and*, *but*, *because*, *so*, and *or* are words that can join two simple sentences. Point out the sentence on p. 6 of *My Rows and Piles of Coins* that contains the conjunction *but*.

The word *but* can join two simple sentences.

I wanted to buy everything, *but* I clutched my coins tightly in my pocket.

APPLY Remind children to use the words *and*, *but*, *because*, *so*, and *or* in their writing. For extra practice, have children do the Lesson 5 activity on p. 127 of their *Reader's and Writer's Journal*.

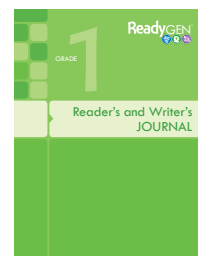
Independent Writing Practice

FORMATIVE ASSESSMENT Have children return to their stories about a character who is saving money. So far they have created two scenes for the story. Tell them to choose one of those scenes and add details to it. They can add a detail to a picture or, using a sticky note, add a detail to what they have written. Tell them to use the sensory words in *My Rows and Piles of Coins* as a model.

USE TECHNOLOGY If tablets are available, children can draw and caption pictures using an app for creating stories.

Writing Wrap-Up

Ask volunteers to share their writing with the class. Have the class identify sensory words that were used.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONJUNCTIONS Give children practice using the conjunctions *and*, *but*, *or*, *because*, and *so*. Have them complete sentence frames such as these: I like to play soccer ____ listen to music. I like to eat apples ____ I don't like apple juice. I was hungry ____ I had a snack.

STRATEGIC SUPPORT

SENSORY WORDS If children have difficulty using sensory words, create a Sensory Word List and display it where children can refer to it as they write. List words under these headings: Sight, Sound, Touch, Smell, and Taste. Add words to the list periodically and go over it with the class.

LESSON OBJECTIVE

Think about how people choose to use their resources to help them get what they need and want.

READING OBJECTIVES

- Identify key events and details in a story.
- Read closely, citing text-based evidence in discussions.

Read Anchor Text

Build Understanding

INTRODUCE Tell children that today you will continue to read aloud from *My Rows and Piles of Coins*. As you read, they should pay attention to details about how Saruni is saving money to buy a bicycle and practicing to ride a bicycle so that when he finally gets one, he can help his mother. As you move through the lesson, help children focus on the Enduring Understanding: *Learners understand that how people choose to use their resources can help them get what they want and need.*



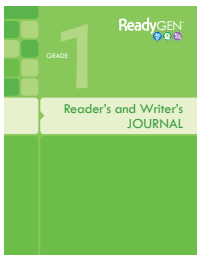
First Read of the Lesson

EXPLORE THE TEXT Return to the book *My Rows and Piles of Coins*. Have pairs page through pp. 4–13, looking at the illustrations and retelling the story. Remind children that during the retelling they should be telling one another important events based on the illustrations. Tell children that as they listen to you read the story aloud, they will continue to build understanding of the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MY ROWS AND PILES OF COINS Read aloud pp. 15–21, using the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 131 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events on p. 20. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- Remember that Saruni has been learning how to ride his father's bicycle. How does Saruni feel about what he has learned so far? good What words help you know this? In the story, Saruni says, "A few days later, I grew confident enough to try to ride a loaded bicycle." What is another word that means almost the same thing as *confident*? *sure* or *certain* **Key Ideas and Details**
- Look at the picture on p. 21. What do you notice about the bicycle Saruni is riding? It has a giant pumpkin tied to the back. **Key Ideas and Details**
- Why does Saruni want to ride a bicycle with a giant pumpkin attached? He wants to practice carrying something heavy on the bicycle so that when he gets his own bicycle, he can help his mother carry heavy goods to market. **Integration of Knowledge and Ideas**
- What words tell you Saruni is not able to ride the bicycle with the heavy pumpkin on it? The story says, "the bicycle wobbled so dangerously." **Craft and Structure**
- Why does Murete ride the bicycle with the pumpkin on it back to the house? He thinks it is too heavy for Saruni. How does Murete feel when he gets on the bicycle to ride home? tired What words tell you this? The story says, "he sighed wearily." **Key Ideas and Details**
- How does Saruni learn how to ride a loaded bicycle? He practices every day with smaller loads. What does this tell you about Saruni? He doesn't give up; he is determined. When he wants to learn how to do something, he keeps trying until he can do it. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY If children are confused by the word *grew* in the first sentence, explain that in this sentence *grew* does not mean "got bigger in size." It means, "became." The words "grew confident," mean "became sure or certain about something." Explain that after riding for a few days, Saruni became certain he could ride a loaded bicycle.

STRATEGIC SUPPORT

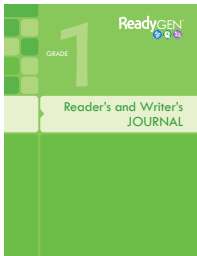
KEY IDEAS If children have difficulty understanding why Saruni wants to ride a loaded bicycle, point to the illustration on p. 14 and ask clarifying questions, such as "How do Yeyo and Saruni take goods to market? What is Saruni saving to buy? What does he plan to do with the bicycle?"

READING OBJECTIVES

- Learn text-based vocabulary.
- Use key details about a story in a discussion.

Text-Based Vocabulary

- load, p. 20
- loads, p. 20
- loaded, p. 20



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 133 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What does Saruni strap on his bicycle to practice riding with a heavy load? Is the load too heavy? How do you know? Why does Saruni want to ride a loaded bicycle? Since the giant pumpkin is too heavy, what does Saruni do to practice riding a loaded bicycle? What do you think might be examples of smaller loads?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children go back to the illustrations and text on pp. 20–21 and discuss key details. Ask children to think about what is happening. What is Saruni doing? Why is he trying to ride a loaded bicycle? What happens when he tries? What does he do to get better at riding a loaded bicycle?

Use the Paired Discussion Routine

Have partners discuss key details about what is happening on pp. 20–21. Explain that an important part of having a discussion with another person is to exchange ideas. Tell children to ask questions to be sure they understand their partner's ideas. If you agreed on a list of rules for conversations with partners and posted it in the classroom, review the list with children.

You may wish to provide a model through a think aloud, such as the following: *Sometimes when I'm talking with another person, I need more information to help me understand the person's ideas. When this happens, I wait for the person to stop speaking and then I ask a question. My question might be something specific, such as, "Why is Saruni trying to ride a bicycle with a pumpkin attached?" Or it might be something general, such as "Why do you think that?" I always try to be polite. I might say I disagree, but I never tell my partner his or her idea is wrong or bad.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think it's a good idea for Saruni to practice riding with smaller loads instead of trying to ride with one heavy load? Why or why not?* (Possible responses: Yes, because as he masters riding with a small load, he can increase the size of the load a little at a time until it is a heavy load. No, because it will take too long to be able to carry a heavy load.)

Reading Analysis Major Events and Key Details

Remind children that all stories include three important elements: characters, setting, and events, and that events are the things that happen in a story. Explain that readers learn about the major events by reading key details.

As a group, discuss the major events on pp. 14–21 of *My Rows and Piles of Coins*. Display a three-column chart and list three major events as headings. For example: “Saruni Earns Money,” “Saruni Saves Money,” and “Saruni Learns to Ride a Bicycle.” During the discussion, page through the story to find and write details about each major event.

KEY IDEAS AND DETAILS Ask children questions to help them find details about each major event.

- What does Saruni do to earn money? How does he carry goods to the market?
- What does Saruni do with the money he earns? Where does he save it? What is he saving for? How does he know how much money he has saved?
- Whose bicycle does Saruni learn to ride? How does he learn? How does he practice riding a bicycle with a load attached? Why does he want to learn to ride a loaded bicycle?

Three-Column Chart		

Independent Reading Practice

READING ANALYSIS: MAJOR EVENTS AND KEY DETAILS Have children work independently to draw a picture showing key details that tell about one major event in the story. Tell them to use the three-column chart you prepared to help them recall events and details.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 135 of their *Reader's and Writer's Journal*. Children should complete the sentence by writing a word or two that describes why Saruni wants to ride a loaded bicycle. Tell children to refer to text and illustrations in the book for evidence.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Identify major events and key details in a story.
- Read closely, citing text-based evidence in discussions.

Scaffolded Instruction

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify details about major events in *My Rows and Piles of Coins*,

then...use the Reading Analysis lesson in small group to provide support.

If...children need extra support to understand specific events and details,

then...use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Help children decide which major event they will draw by reviewing the main story events from the three-column chart you created. As you go through the chart, point to corresponding illustrations in the book. Before children start, ask them to tell what event they plan to draw and the details they plan to show. As children draw, ask questions such as these to provide support: *What does Saruni usually do on Saturdays? How do Saruni and Yeyo get the goods to market? How does Saruni earn money? What does he do with the money he earns? What is he saving for? What is Saruni doing to prepare for when he gets his own bicycle?* Have children use their drawings to retell the major event to a partner.

Close Reading Workshop

REVISIT MY ROWS AND PILES OF COINS Read aloud pp. 15–21. Then discuss the following questions. Have children include text evidence to support their answers.

- 1 **What clues can you find that tell you Saruni is a good son?** (Possible answers: He helps his mother carry goods to market, he helps do chores at home.)
- 2 **What questions do you have about this part of the story?** (Possible answers: After practicing with small loads, is Saruni able to ride a bicycle with a heavy load? How much more money does Saruni need to save to get the bicycle?)
- 3 **How would you describe Saruni at this point in the story? Use details from the text to support your answer.** (Possible answers: He is a good son. He is determined to get a bicycle and help his mother bring goods to market. He keeps counting his coins and thinking about the bicycle he will buy.)

EXTENSIONS

MONITOR PROGRESS

If...children can successfully identify details and major events in *My Rows and Piles of Coins*,
then...extend the Reading Analysis activity by having children retell a familiar story including major events and key details.

Reading Analysis

Have children retell a familiar story by focusing on major events and key details. First, tell children to think of a familiar story. It could be a classroom book, fairytale, television show, or movie. When children decide on a story, tell them to think about what happens in the story and then draw pictures to retell it, focusing on major events and key details. Children who wish to do so may write a sentence to go with each picture.

When children have completed their drawings, tell them to arrange the pictures in the order in which the events happen. Then have them use their drawings to retell the story to a partner.

WRITING OBJECTIVES

- Write story details to describe a character's motivation.
- Use compound sentences.

Writing

Narrative Writing

Include Details to Describe a Character's Motivation

TEACH Tell children that writers include details about characters to help readers understand why the characters do what they do. Details about a character can tell how the character feels, acts, or thinks.

- Who are the characters on pages 20–21?
- What is something each character does?
- What details describe why the character does it?

ANALYZE THE MODEL Through discussion, help children see that the writer uses details to help the reader understand why Saruni tries to ride a bicycle with a pumpkin attached. Point to the illustration on p. 21 as you read aloud the following excerpt from p. 20:

A few days later, I grew confident enough to try to ride a loaded bicycle.

Details tell how Saruni feels about his ability to ride a bicycle. He believes he rides well enough to carry a load.

Point out the last paragraph on p. 20. Explain that the details here tell what Saruni thinks. They help the reader understand what makes Saruni practice every day until he learns to ride a loaded bicycle. Read aloud the following excerpt:

I practiced daily with smaller loads, and slowly I learned to ride a loaded bicycle. No more pushing the squeaky old wheelbarrow, I thought. I would ride with my load tall and proud on my bicycle—just like Murete!

Details about Saruni's thoughts help the reader understand why he wants to learn to ride a loaded bicycle.

Conventions Using Compound Sentences

TEACH AND MODEL Remind children that a sentence is a group of words that tells a complete idea. Explain that two or more simple sentences can be joined by a word such as *and*, *or*, or *but* to make a longer sentence. Point out the two simple sentences in each example below and identify the word that joins the sentences.

A compound sentence consists of two or more simple sentences joined by a word such as *and*, *but*, or *or*.

Do you like to save money, or do you like to spend money?
Sit still and talk quietly.

APPLY Ask children to use a compound sentence in their writing. For extra practice, have children do the Lesson 6 activity on p. 137 of their *Reader's and Writer's Journal*.



Independent Writing Practice

WRITING Have children return to their stories about a character who is saving money. Tell them to add a sentence to their story to tell *why* the character is saving money. Have them use the word *because* in their sentence: *[Character] wants to save money because _____*.

USE TECHNOLOGY If computers or electronic tablets are available, have children use them to write their sentences.

Writing Wrap-Up

After children finish writing their sentences, invite volunteers to read their sentences to the class.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND SENTENCES To help children understand compound sentences, perform two actions and say a sentence that tells what you did. For example: "I sat at my desk, and I opened a book." Help children identify the two sentences and the word that joins them.

STRATEGIC SUPPORT

WRITING Have children dictate their sentences. For children who struggle, ask leading questions, such as *Why did [character] need money? Why did he/she want to save the money and not spend it right away? What did he/she want to buy with the money?*

LESSON OBJECTIVE

Use details in a story to identify the central message.

READING OBJECTIVES

- Identify key events and details in a story.
- Read closely, citing text-based evidence in discussions.

Read Anchor Text

Build Understanding

INTRODUCE Explain to children that today they will revisit *My Rows and Piles of Coins*. Tell them that as they read the story, they will continue to think about the way Saruni chooses to use the money he earns to try to get something he wants. Have children focus on the Enduring Understanding: *Learners understand that how people choose to use their resources can help them get what they want and need.*



First Read of the Lesson

EXPLORE THE TEXT Review pp. 4–21 of *My Rows and Piles of Coins* with children. Saruni earns money by helping his mother carry goods to market, and he has been saving the money to buy a bicycle. He has learned to ride his father's bicycle and has practiced riding the bike with a load attached. Tell children they will think more about Saruni's actions as they consider the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD MY ROWS AND PILES OF COINS Use the **Read Aloud Routine**. Read aloud pp. 22–31 of *My Rows and Piles of Coins*. Have children follow along in their books. As you read, encourage children to focus on what they can learn from Saruni's actions. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 131 of their *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events on pp. 24–27. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **Vocabulary** In the sentence on p. 24 “The man whistled in wonder as I unwrapped the money carefully on his table,” what does the word *unwrapped* mean? It means to take the covering off. The word *unwrapped* consists of the word *wrapped* with the letters *un-* at the beginning. The letters *un-* at the beginning of a word often mean “not” or “the opposite of.” So *unwrap* means the opposite of *wrap*.
- How does Saruni feel when the tall, skinny man laughs at all the money Saruni puts on the table? He feels embarrassed and disappointed. What words tell you how Saruni feels? “His laugh followed me” and “deeply disappointed” What does the phrase “His laugh followed me” mean? It means the laugh stuck in Saruni’s mind. **Craft and Structure**
- Why does Saruni walk away from the bicycle seller with his bundles of coins? He leaves because he does not have enough money to buy a bicycle. **Key Ideas and Details**
- How does Saruni’s mother react when he tells her what happened? She says he was nice to try to buy a bicycle to help her. She says the bicycle seller doesn’t know anything and one day Saruni will buy a bicycle. What is Saruni’s mother trying to do? She is trying to help Saruni feel better and get over his disappointment. **Integration of Knowledge and Ideas**
- **Vocabulary** In the sentence “The next afternoon, the sound of a *pikipiki* filled the air, *tuk-tuk-tuk-tuk-tuk*,” the word *pikipiki* means “motorbike” in an African language. A motorbike is a simple kind of motorcycle. Why do you think Saruni “stared in astonishment” when he saw his father on a motorbike? Use the picture to figure out the meaning of the word *astonishment*. He is surprised that his father can afford a motorbike. Astonishment is great surprise.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY The text says that Murete “cut the engine and dismounted.” Explain that the phrase *cut the engine* means “to turn off the engine.” Then explain that the word *mount* means “to get on” and the word *dismount* means “to get off.”

STRATEGIC SUPPORT

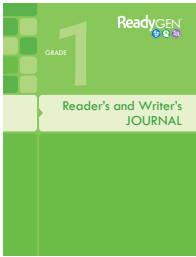
KEY DETAILS Children may wonder about Saruni wearing a coat in July. Explain that seasons differ in various parts of the world. In Tanzania, the coolest months of the year are from June through September.

READING OBJECTIVES

- Learn text-based vocabulary.
- Identify the central message of a text.

Text-Based Vocabulary

- richest, p. 22
- reward, p. 29
- wished, p. 31



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 133 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *How does Saruni feel when he is walking with his coat pockets full of money? Why do Saruni's parents sell him a bicycle and then give his money back? What does Saruni think when he sees Yeyo carrying a big load on her head as they go to market?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children go back to the illustration and text on p. 26 to discuss how Saruni's mother reacts when he tells her "everything" and why her reaction is important in the story. Use the **Whole Group Discussion Routine**.

Explain that, in a conversation or discussion, it is important to ask a speaker questions when you don't understand what the speaker means. Emphasize that children can politely ask a speaker to explain a question or an idea.

You may wish to provide a model through a think aloud, such as the following: *When I'm in a group discussion, sometimes I don't understand a question that is asked. So I'll say, "I don't understand your question. Could you please explain it?" Sometimes I don't understand an idea or a comment someone makes. So then I'll say, "I don't understand what you mean. Could you please explain your idea?" I know that other people want me to understand what they're saying, so it's important that I let them know when I need more information.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think Yeyo is a good mother? Why or why not?* (Possible responses: Yes, because she praises Saruni and encourages him. No, because Saruni has to do too much work.)

Reading Analysis Central Message

Remind students that many stories have a central message, or lesson. Often the author does not state the central message, but careful readers use details in the story, along with what they already know, to figure out the message. Remind children to ask themselves, “What can I learn from this story?” when they want to discover the central message. Tell children that often a character in a story learns a lesson, which is also the central message of the story. Explain too that some stories teach more than one lesson.

KEY IDEAS AND DETAILS Help children focus on key ideas and details to understand the central message in this story.

- Why does Saruni want a bicycle?
- What does Saruni do in order to be able to buy a bicycle?
- How does Saruni’s mother react when he tells her his story about trying to buy a bicycle?
- Why do Saruni’s parents take his money and then give it back to him rather than just give him the bicycle without taking his money?
- What lesson or lessons does this story teach you?

Independent Reading Practice

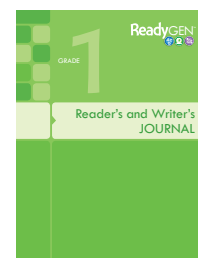
READING ANALYSIS: CENTRAL MESSAGE Have children work independently to complete the activity on p. 138 of their *Reader’s and Writer’s Journal*. The activity requires students to identify two details that are important to the story’s central message.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 135 of their *Reader’s and Writer’s Journal*. Children should complete the sentence by writing a few words that describe what Saruni learns in the story. Tell children to look at both text and illustrations in the story for evidence.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for ways characters learn lessons.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Use key details to understand a central message.
- Demonstrate fluency through oral reading.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to find details that point to the central message of *My Rows and Piles of Coins*,
then...use the Reading Analysis lesson in small group to help them find text evidence that supports the central message.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Help children recognize that Saruni is rewarded for two behaviors: saving money and helping others. Have them focus on p. 29. *Why do Saruni's parents accept the money box from him? Why do they then give it back to him?* Encourage students to think about how these details point to the central message or lesson. *What two kinds of behavior are Saruni's parents rewarding? What does this teach Saruni—and you?*

Oral Reading

RATE Remind children that reading at an appropriate rate means reading at a speed that is easy for listeners to follow, neither too fast nor too slow. Using an appropriate-leveled book, demonstrate how to read at an appropriate rate.

Have children read the same passage aloud, stressing fluency. Monitor progress and provide feedback. For optimal fluency, children should read the passage three or four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand the central message in *My Rows and Piles of Coins*,
then...extend the Reading Analysis activity by having them apply the central message to their own lives.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Have children use the pictures in *My Rows and Piles of Coins* to review how Saruni sets a goal and how he achieves it. Then tell them to think about their own goals. Use the following questions to initiate a class discussion:

- **What is something big that you would like to own or do?** (Answers will vary.)
- **What could you do to achieve that goal?** (Possible responses: do chores to earn money, practice to learn something, make a plan)
- **Who might help you achieve your goal?** (Possible responses: parents, other family members, teachers, friends)
- **How might you get someone to help you?** (Possible responses: by asking, by offering to help the person)

Oral Reading

RATE Remind children that reading at an appropriate rate means reading at a speed that is easy for listeners to follow, neither too fast nor too slow. Using an appropriate-leveled book, demonstrate how to read at an appropriate rate.

Have children read the same passage aloud, stressing fluency. Monitor progress and provide feedback. For optimal fluency, children should read the passage three or four times.

WRITING OBJECTIVES

- Write story details that reveal a central message.
- Write compound sentences.

Writing

Narrative Writing

Use Details to Teach a Lesson

TEACH Remind children that a writer often includes a central message in a story that is shown through the details.

- What is the central message in *My Rows and Piles of Coins*?
- What details in the story help you learn this lesson?

ANALYZE THE MODEL Through discussion, help children see that the writer uses details to show the central message. Point to the illustration on p. 29 as you read aloud the following excerpt:

Murete gave Yeyo the box. Yeyo, in turn, gave it to me. Puzzled, I looked from Yeyo to Murete and to Yeyo again. “You’re giving it ... back to me?”

Yeyo smiled. “It’s a reward for all your help to us.”

“Thank you, thank you!” I cried gleefully.

The writer uses Yeyo’s words to reveal part of the central message.

Note how the writer uses other details about Saruni’s thoughts and actions to reinforce the central message. Point to the illustration on p. 30, as you read aloud the following excerpt:

Looking over at Yeyo, I wished she didn’t have to carry such a big load on her head.

If only I had a cart to pull behind my bicycle, I thought, I could lighten her load!

That night I emptied the box, arranged all the coins in piles and the piles in rows.

Then I counted the coins and thought about the cart I would buy ...

Specific details about the character’s thoughts and actions support the central message.

Conventions Using Compound Sentences

TEACH AND MODEL Explain that you can join two simple sentences by adding a word such as *and*, *or*, or *but* in the middle. Point out the two simple sentences in the example sentence below and identify the word that joins the sentences.

Use a word such as *and*, *but*, or *or* to join two simple sentences.

I will buy a horse, and I will put money in the bank.

APPLY Have students combine the following two sentences to form a single compound sentence: *I closed the lid. I put my money box away.* For extra practice, have children do the Lesson 7 activity on p. 137 of their *Reader's and Writer's Journal*.

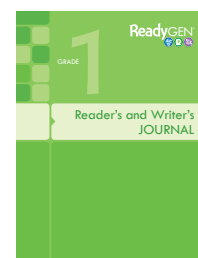
Independent Writing Practice

WRITING Ask children to consider what central message they can share in their own stories about a character saving money. Brainstorm messages they could share—the value of saving, the importance of working hard for what you want, and so on. Then have children add a new event to their stories. Have them draw a picture and write a sentence to tell what happens. Encourage them to include details that show a central message, just as the author of *My Rows and Piles of Coins* did.

USE TECHNOLOGY You might have students produce their writing on a computer or digital tablet, if available.

Writing Wrap-Up

Ask volunteers to retell their stories. Discuss the central message of each story.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPOUND SENTENCES Have students practice forming compound sentences by writing several simple sentences on index cards. Direct children to combine the sentences using such conjunctions as *and*, *but*, or *or*.

STRATEGIC SUPPORT

COMPOUND SENTENCES Children might confuse compound sentences with long sentences that contain phrases or clauses. Emphasize that each sentence in a compound sentence could stand alone as a complete sentence.

LESSON OBJECTIVE

Identify and use sensory details to understand a story.

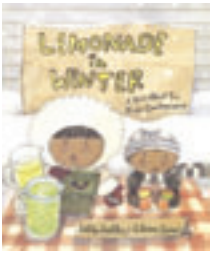
READING OBJECTIVES

- Identify key details about events and settings in a story.
- Read closely, citing text-based evidence in discussions.

Read the Text

Build Understanding

INTRODUCE Tell children that today they will read a book titled *Lemonade in Winter*, a fictional story about a brother and sister who make choices. While reading, they will focus on key details about events and the setting of a story. They will also pay attention to the words the writer chose to use as they focus on the Enduring Understanding: *Writers understand that word choice enables a reader to understand a story.*



First Read of the Lesson

EXPLORE THE TEXT Introduce the book *Lemonade in Winter* to children. Hold up the book and point out the title and pictures of the characters and setting on the front cover. Discuss the season shown and what the characters are doing. Guide children to conclude that this made-up story takes place in the winter and that the girl and boy characters sell drinks outside. Explain that as children listen to and read the literature in this module, they will continue to answer the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD LEMONADE IN WINTER Use the **Read Aloud Routine**. As you prepare to read aloud *Lemonade in Winter* for the first time, encourage children to think about how the illustrations and author's word choices help them understand what is happening in the story. In the first reading, children should focus on understanding the “gist” of the story, or who the characters are, what is happening, and where it takes place. After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 131 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events and setting on pp. 2–10. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What do the text and illustrations tell us about the setting?** The text tells about a cold wind, bitter air, and icicles, and illustrations show snow and icicles on apartment buildings, so the time is winter. Events happen in an empty street, the family’s apartment, and the corner store.

Key Ideas and Details

- **Vocabulary** The word *stand* often means “to be on your feet and not sitting down,” but in this story *stand* has a different meaning. It means “a place where you have a small business.” What kind of stand do Pauline and John-John have? They have a lemonade stand.
- **How does the author use indoor illustrations to show that it is winter?** The illustration of the family includes a window through which snowflakes can be seen. The illustration of the children at the corner store shows that they are wearing winter coats with hats, scarves, and mittens. **Craft and Structure**
- **Vocabulary** Pauline says, “Each time you get four quarters, that’s a dollar,” A *quarter* is a coin equal to twenty-five cents. A *dollar* is equal to 100 cents. How many sets of four quarters do Pauline and John-John have on the counter on p. 8? six How many dollars does that equal? six
- The story’s setting makes Pauline’s idea for a lemonade stand seem unusual. When do people usually drink lemonade? They drink it on hot days to cool off. What do the writer’s details tell us about how unusual it is? The text and illustrations tell us that it is cold and the street is empty, so it is not likely people will be out to buy the lemonade.

Integration of Knowledge and Ideas

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY If children struggle with the meaning of *stand* as “a place to have a small business,” point out the picture on p. 11. Guide children in naming the items in the stand. Remind them that they can figure out the correct meaning of a word with more than one meaning by looking at the illustrations and reading texts.

STRATEGIC SUPPORT

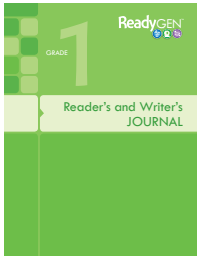
KEY DETAILS If children have difficulty understanding groups of four quarters as dollars, show four quarters and a dollar and read p. 7. Ask clarifying questions such as “If one set of four quarters equals one dollar, how many dollars will two sets of quarters equal?”

READING OBJECTIVES

- Learn text-based vocabulary.
- Ask a speaker questions for clarification.

Text-Based Vocabulary

- cost, p. 8



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Lemonade in Winter*. Check children's understanding of the word *cost*. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for the word on p. 133 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: [Look back at page. 8. How much does the text say four lemons cost? How much does sugar cost?](#) Tell children to use the vocabulary word *cost* as they respond.

Text-Based Conversation

Have children go back to the illustrations and text on pp. 7–10 to discuss where Pauline and John-John went, what their parents thought, and what they did to set up their lemonade stand. Use the **Small Group Discussion Routine**.

Remind children that when they don't understand something a speaker says, they should wait for an opportunity to politely ask the speaker to clarify what he or she said.

You may wish to provide a model through a think aloud, such as the following: [When I am in a group discussion, sometimes I don't understand what the speaker says. I wait until there is time for me to ask a question. Then I politely ask the speaker to clarify or explain what I didn't understand.](#)

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. [Do you agree with Mom when she says "Nobody will be on the street" when the children want to set up a lemonade stand in winter? Why or why not?](#) (Possible responses: Yes, because people usually don't go outside in winter to a lemonade stand. No, because having a lemonade stand in winter is so unusual that people who see it will want to buy from it.)

Remind children that good writers choose words that help readers picture the story's setting in their minds. Review that writers often describe times and places in a story with sensory words, or words that tell how something looks, tastes, smells, sounds, and feels.

As a group, work with children to use a three-column chart similar to the one shown to record the sensory details the writer uses to describe the settings in *Lemonade in Winter*.

SENSORY DETAILS Reread the text on p. 3 and record a word that tells the setting in the first column, the details describing it in the second column, and the senses children use to picture it in the third column.

- What place does the author describe in the first sentence? (a street) Write “a street” in the first column.
- What word does the author use to describe this place? (empty) Write “empty” in the second column.
- What do you see and hear in your mind when you read the words *empty street*? (I see a quiet street with no cars or people on it.) Write “see and hear” in the third column.

Three-Column Chart

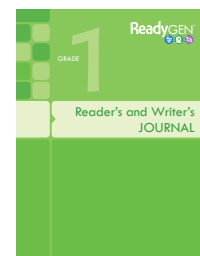
Independent Reading Practice

LANGUAGE ANALYSIS: WORD CHOICE Have children work independently to complete the three-column sensory details chart using p. 3. Children should use their charts to discuss the sensory details that describe the setting.

WRITING IN RESPONSE TO READING Have children respond to the prompts on p. 135 of their *Reader's and Writer's Journal*. Children should complete the sentences by writing words that describe the setting outside when Pauline thinks of having a lemonade stand.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Use sensory details to understand text.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand the use of sensory details in describing the setting in *Lemonade in Winter*,
then...use the Language Analysis lesson in small group to help them find the sensory details.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

Language Analysis

Help children work through the sensory details chart by having them picture what they see, taste, smell, hear, and feel when you read aloud *Lemonade in Winter*. Ask questions such as: **What word describes the wind in this story?** **How does the writer describe the windowsills?** What does Pauline press her nose against? Have children respond orally and then help them write the words and senses they use on the chart.

Close Reading Workshop

REVISIT LEMONADE IN WINTER Read aloud pp. 3–4. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1** **What clues in the first illustration tell you the setting for the lemonade stand is unusual?** (It shows that it is snowing and there is already a lot of snow and icicles on the buildings.) **What clues can you find in the text that tell you the same thing?** (Mom says nobody will be on the street and that it is freezing.)
- 2** **What questions do you have about this part of the story?** (Possible responses: Why does Pauline think a lemonade stand is a good idea? Why doesn't her mom encourage her? What is the drink Pauline calls "lemon-limeade" like?)
- 3** **One part of a story's setting is the time when events happen. When does this story take place?** (winter) **How do you know?** (Illustrations show snow and icicles. The text mentions the wind and icicles, and Mom says it's freezing.) **Another part of a setting is the place where events happen. Which places are on these pages?** (the outside of the apartment building, the inside of a family's apartment)

EXTENSIONS

MONITOR PROGRESS

If...children understand how the writer used sensory details to explain the setting in *Lemonade in Winter*,
then...extend the Language Analysis activity by having them create pictures illustrating the details of a few sentences in the story.

Language Analysis

Have children use the sensory details on p. 9 to create a drawing of one of the settings mentioned or shown on the page. For example, for “Nobody will be on the street,” children might draw a snowy street with no one on it. Then ask children to write a sentence describing the setting they drew. Have them discuss the following questions with a partner:

- Which setting did you draw? (Answers will vary.)
- What words did you use to describe your drawing? (Answers will vary but may include words such as *bitter air*, *empty street*, *cold drinks*, *too busy to hear*.)
- Which words tell about things that can be seen? felt? tasted? (Possible responses: things that can be seen: the street, a paper bag; felt: bitter air; tasted: cold drinks)

WRITING OBJECTIVES

- Write a story using time-order words.
- Use pronouns.

Writing

Narrative Writing

Use Time-Order Words to Signal Event Order

TEACH Explain to children that writers often use time-order words to show the order, or sequence, of events in a story. Ask children to list the time-order words they know, including *first*, *next*, and *last*. Then guide children in identifying the time-order words in these sentences from *Lemonade in Winter*:

- “But Pauline is jumping with her idea now.”
- “Maybe nobody is on the street,” says Pauline, after a bit.
- Rosa from the nail salon peeks out the door. Then she calls her friends.

ANALYZE THE MODEL Through discussion, help children understand that time-order words make the sequence of events clear. Read the following excerpt from pp. 14–15 and point out the words *after that*.

She puts the money in a green plastic box.
But **after that**, an empty street.

Time-order words show what happens first and what happens after that.

Read aloud the following excerpt from p. 16. Explain that the word *while* tells the reader that two things are happening at the same time:

John-John cartwheels **while** Ms. Gordon buys three lemon-limeades.

Time-order words can show things are happening at the same time.

Explain to children that a writer does not always use time-order words to signal the sequence of events. The reader can usually determine the sequence of events by the order in which they are written.

Conventions Using Pronouns

TEACH AND MODEL Remind children that pronouns take the place of nouns. Review *we*, *he*, *she*, *it*, and *they* as you introduce their object pronouns *us*, *him*, *her*, *it*, *them*. Explain that writers use the pronoun *us* when their characters talk about themselves and *him*, *her*, and *them* when they or their characters talk about others. Writers also use *them* and *it* when telling about things.

Them is a pronoun that takes the place of the noun *drinks*.

"Maybe nobody *will* want cold drinks."
"I'm on the street," says John-John. "I want *them*."

APPLY Children should use pronouns in their writing when the nouns they replace are easily understood. For extra practice, have children do the Lesson 8 activity on p. 137 of their *Reader's and Writer's Journal*.

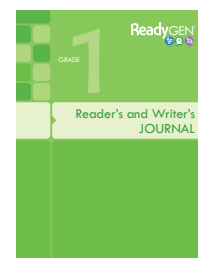
Independent Writing Practice

FORMATIVE ASSESSMENT Now tell children they will retell the story *Lemonade in Winter* on p. 140 of their *Reader's and Writer's Journal* using time-order words. They can reread the story to check the details of the events. Children can use *first*, *next*, and *last*, and *then* or *after that* as their time-order words. Then have children add a final event to their own stories. Tell them to use a time-order word as they write their stories.

USE TECHNOLOGY If computers or electronic tablets are available, children may use a drawing program to draw their pictures and then type their retelling sentences.

Writing Wrap-Up

Have children share how they are concluding their stories.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

PRONOUNS Give children practice using pronouns by having them complete sentence frames to answer questions: How much money does Pauline pay the shopkeeper? She pays six dollars. What do Pauline and John-John do with the bag? carry home. Where do they sell the drinks? sell outside.

STRATEGIC SUPPORT

PRONOUNS If children have difficulty retelling with pronouns, have a child in the group act out giving an object or objects such as two cups to another child. Guide others in saying what the child did, using appropriate pronouns, such as "She gave him two cups" or "She gave them to Tom."

LESSON

9

UNIT 3 • MODULE A

LESSON OBJECTIVE

Understand character development in a story and lessons learned from characters.

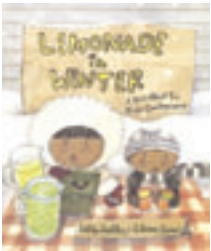
READING OBJECTIVES

- Identify key events and details in a story.
- Read closely, citing text-based evidence in discussions.

Read the Text

Build Understanding

INTRODUCE Tell children that today as you read aloud *Lemonade in Winter*, they will begin to pay close attention to key details about characters and learn about the kinds of choices that characters make. Have children focus on the Enduring Understanding: *Readers understand we can learn lessons through characters in stories.*



First Read of the Lesson

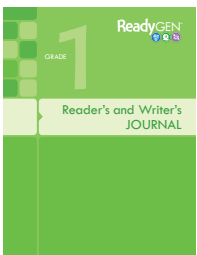
EXPLORE THE TEXT Revisit the book *Lemonade in Winter* with children. Point out the pictures of the two main characters, Pauline and John-John, on the front cover. Ask children what they already know about these two characters. Then point out the other characters—Mom, Dad, storekeeper—in the illustrations on pp. 4, 5, and 8. Discuss what they recall about those characters. Lead children to understand that they all have relationships with the main characters. Explain that as children listen to and read the literature in this module, they will continue to answer the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD LEMONADE IN WINTER Use the **Read Aloud Routine**.

As you prepare to read aloud the entire book for this first reading, encourage children to think about the characters, the choices they make, and what lessons they teach us. After reading, discuss the questions below. Then have children draw a picture showing what they learned in the story on p. 132 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of events and characters on pp. 4–11. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **What do the text and illustrations tell us about Pauline’s parents?** Her mom and dad do not believe the lemonade stand is a good idea. Mom says nobody will be on the street and Dad says nobody will want cold drinks. **Key Ideas and Details**
- **What do we know about Pauline from reading pp. 4–10?** She is creative and does not give up on her ideas. She is patient with her brother, is excited about having a lemonade stand, and knows how to prepare everything she will need for it. **What change do we see in Pauline on page 11?** She looks disappointed at her lemonade stand and wonders if maybe her dad and mom were right. **Integration of Knowledge and Ideas**
- **How does the story teach about money?** Pauline teaches her brother John-John about quarters. The illustrations and text teach about quarters in groups of four. **Craft and Structure**
- **What is Pauline’s younger brother John-John like?** John-John is excited about Pauline’s idea and helps her in every way he can, including helping to carry the bag of items from the store, making the drinks, and being with her out in the cold at the lemonade stand. **What lesson can we learn from John-John?** If we agree with someone’s idea, we can help them follow their dream. **Integration of Knowledge and Ideas**
- **What do you notice about the sign in the picture on p. 11?** It shows “Lemonade and Limeade and also Lemon-Limeade”—the same words Pauline said when she was excited about her idea. **Craft and Structure**
- **Why does Pauline tell John-John “Don’t drink too much. It’s fifty cents a cup.”** She is aware of how much money they can make and wants to have enough drinks to sell. **Why can’t John-John pay for his cup?** His and Pauline’s quarters were used to buy the ingredients.

Integration of Knowledge and Ideas

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

CONVENTIONS When giving details about someone or something, we might use adjectives such as *excited* and *hot*. In Spanish, adjectives often have endings that reflect the number and gender of the noun they modify. If children add endings to adjectives (*colds drinks*), provide additional practice.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding how Pauline and John-John relate to each other, point out illustrations of them doing things together on pp. 7–11 and ask clarifying questions such as “How does Pauline help John-John with money?” and “How does John-John help Pauline make limeade?”

READING OBJECTIVES

- Learn text-based vocabulary.
- Analyze characters.

Focused Reading Instruction

Text-Based Vocabulary

Text-Based Vocabulary

- pays, p. 14
- sold, p. 26

Introduce children to key text-based vocabulary from *Lemonade in Winter*. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 134 in their *Reader's and Writer's Journals*.

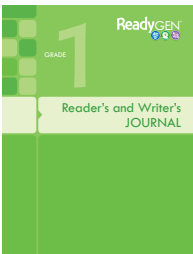
Encourage children to use the Text-Based Vocabulary by asking: *What does Harvey do before he drinks a glass of lemonade? How many drinks has Pauline sold?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children look back at pp. 9–11 to discuss how Pauline's actions and feelings change. Why does she choose not to hear her parents' warnings? What does she say at the lemonade stand that shows she has changed? What causes her to feel this way? Use the **Paired Discussion Routine**.

Have partners discuss how the main character changes. Tell them to ask and answer questions about the key details in the text they are discussing. Remind them to use text evidence for both their questions and answers.

You may wish to provide a model through a think aloud, such as the following: *To find out how Pauline's actions and feelings change, I can look back at the pages that tell me what Pauline was like at first—happy and too busy to listen to her parents. Then I read what happens on the page where she is at the lemonade stand. Now I see she is discouraged and worried.*



TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think Pauline should have listened to her parents' warnings earlier? Why or why not?* (Possible responses: Yes, because she is worried sitting at her lemonade stand in the cold with no customers. No, because she is creative and may find a way to sell her drinks.)

Reading Analysis Analyze Characters

Remind children that characters are the people or animals a story is about. Readers get to know about characters by what they do and say and by how they relate to one another. The two main characters in *Lemonade in Winter* are Pauline and John-John. Mom and Dad and the shopkeeper are also characters in the story.

As a group, use a three-column chart to describe Pauline, a main character in *Lemonade in Winter*. Fill in the chart with information from the story.

KEY IDEAS AND DETAILS In the first column, write what Pauline does, in the second column, write what she says, and in the third column, write how she acts with others in the story.

- **What does Pauline do?** starts a lemonade stand in winter, collects quarters, finds ways to sell lemonade in winter
- **What does Pauline say?** “I know! Let’s have a lemonade stand,” “four quarters, that’s a dollar,” “Lemon lemon LIME, lemon LIMEADE!”
- **How does Pauline act with others in the story?** doesn’t take her parents advice, teaches her brother about money, sells lemonade

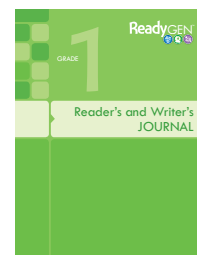
Independent Reading Practice

READING ANALYSIS: ANALYZE CHARACTERS Have children work independently to draw a picture of Pauline based on information from the chart. Tell them to label the picture with words that tell about her.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 136 of their *Reader’s and Writer’s Journal*. Children should complete the sentence by writing a few words that tell what Pauline likes to do. Tell children to refer to the text and illustrations in the book for evidence.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading.



READING OBJECTIVES

- Use details to analyze a character.
- Demonstrate fluency through oral reading.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to analyze characters,
then...use the Reading Analysis lesson in small group to help them.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Help children with their drawings and words about Pauline in *Lemonade in Winter* by paging through the book and asking questions such as: **What does Pauline do here? What does she say? How does she relate to John-John?** Help children find a few details from their three-column charts to include in their drawings. Labels can name the action or a word or two that the character says. Allow children to dictate labels to you.

Oral Reading

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud the first three paragraphs on p. 11 (beginning with “Outside, that mean wind...” and ending with “... a cup of limeade”). Model reading with accuracy.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

EXTENSIONS

MONITOR PROGRESS

If...children are able to analyze Pauline in *Lemonade in Winter*, **then...**extend the Reading Analysis activity by having them analyze other characters in the story and draw and label those characters.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

EXTEND CONCEPTS Have children use the three-column chart from Reading Analysis to tell about another character in *Lemonade in Winter*, such as John-John. Then have children discuss the following questions:

- **What does John-John do?** (helps Pauline, does what she does, turns cartwheels)
- **What does John-John say?** (“Can I help? Please?” “I want them” “I can cartwheel!”)
- **How does John-John act with others?** (helps his sister, entertains customers)

Have children use information from the chart to draw and label a picture of John-John.

Oral Reading

ACCURACY Explain that reading with accuracy means reading words without mistakes. Have children follow along as you read aloud the first three paragraphs on p. 11 (beginning with “Outside, that mean wind...” and ending with “... a cup of limeade”). Model reading with accuracy.

Have children read the same passage aloud, stressing accuracy. Monitor progress and provide feedback. For optimal fluency, children should read the passage three to four times.

WRITING OBJECTIVES

- Write details about characters.
- Use possessive pronouns.

Writing

Narrative Writing

Include Details About Characters

TEACH Remind children that writers give details about what characters do and say and how they relate to others. Writers also include details to tell how characters feel. Explain that characters may feel differently at different times in a story.

- What details does the writer use to show how Pauline feels at the beginning of *Lemonade in Winter*? In the middle, when she starts the lemonade stand? At the end of the story?
- What details does the writer use to show how Saruni in *My Rows and Piles of Coins* feels as his pile of coins grows larger?
- What details show how Saruni feels when he is told he doesn't have enough money for a bicycle? What causes his feelings to change?

ANALYZE THE MODEL Through discussion, help children see that the writer of *Lemonade in Winter* does not use many words to describe the characters' feelings. However, readers can use other details to figure out a character's feelings. Read aloud the following excerpt on pp. 26–28:

"Ten plus six is sixteen quarters, and that's four dollars," Pauline tells John-John.
Then she begins to cry.
"Why are you sad?" John-John asks.
"We have sixteen quarters now," Pauline sniffs, "but we spent twenty-four."

Gives details, such as Pauline beginning to cry when she learns they spent more money than they made.

Help children recall details the writer uses to show how the character Saruni in *My Rows and Piles of Coins* feels when he is laughed at for falling off a bicycle. Read aloud the following excerpt from p. 12:

Whenever Murete let go, I wobbled, fell off, or crashed into things and among coffee trees. Other children from the neighborhood had a good laugh watching me.
Go on, laugh, I thought, sore but determined.
Soon I would be like a cheetah on wheels, racing on errands with my very own bicycle!

Gives details that tell the character's thoughts and feelings after being laughed at.

Conventions Using Possessive Pronouns

TEACH AND MODEL Review that some nouns show that someone owns something, as in *Pauline's box*. Explain that these nouns can be replaced with pronouns. In the phrase *the boy's hat*, *the boy's* can be replaced with *his*, so the phrase becomes *his hat*. Introduce other possessive pronouns: *our*, *your*, *her*, *its*. Explain that writers use the pronoun *our* when characters talk about what they both own and *your* when one character talks to another character who owns something. *His* and *her* tell what a human owns, and *its* tells what belongs to an animal or thing.

Her takes the place of the noun Rosa.

Rosa calls over her shoulder as she heads back to her shop.

APPLY Have children describe items in your classroom using *our*, *your*, *his*, *her*, and *my*. For more practice, have them do the Lesson 9 activity on p. 137 of the *Reader's and Writer's Journal*.

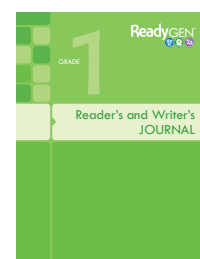
Independent Writing Practice

WRITING Have children return to their stories about a character saving money and consider how their character feels. Tell them to add a word or sentence that shows how the character feels about something that happens in their story. Remind them that writers often *show* how a character feels (for example, by having a character cry or smile) rather than *telling* how the character feels.

USE TECHNOLOGY If computers are available, show children how to find feeling words in an online thesaurus for children.

Writing Wrap-Up

Ask children to share some of the feeling words they wrote.



Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POSSESSIVE PRONOUNS Provide sentence frames based on the story for children to complete with possessive pronouns: Mom shakes ___ head. Dad wrinkles ___ brow. Pauline is jumping with ___ idea. Pauline and John-John squeeze ___ lemons.

STRATEGIC SUPPORT

POSSESSIVE PRONOUNS If children struggle with using possessive pronouns, give a crayon or crayons to various children. Guide children to describe the crayons with sentences such as “Her crayon is blue,” “His crayon is green,” and “Their crayons are blue and green.”

LESSON OBJECTIVE

Study how writers choose words to help readers fully understand the story.

READING OBJECTIVES

- Identify words or phrases in stories that appeal to the senses or suggest feelings.
- Read closely, citing text-based evidence in discussions.

Read the Text

Build Understanding

INTRODUCE Explain that today children will read *Lemonade in Winter* again. Children will focus on the Enduring Understanding: *Writers understand that word choice enables a reader to understand a story.* As children read the story, they will pay attention to the words the writer chose, and they will discuss how word choice affects the story.



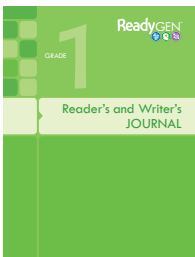
First Read of the Lesson

EXPLORE THE TEXT Show the cover of *Lemonade in Winter* to children. Have them tell what the cover shows. Ask why having a lemonade stand in winter is an unusual choice. Discuss the lesson they learned during yesterday's read by reviewing the Essential Question: *How can we learn lessons from fictional stories?* Explain that today's lesson will focus on the Essential Question: *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD LEMONADE IN WINTER Read the entire story *Lemonade in Winter*. Have children listen for words that tell about feelings during this reading, such as “a mean wind” on p. 3. Use the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 132 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events on pp. 12–15. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **Vocabulary** On p. 12, Pauline says that they should *advertise*. On the next page, we see Pauline and John-John shouting a chant. What does it mean to *advertise*? It means to tell others about something that is for sale. Why do Pauline and John-John *advertise*? No one is buying lemonade.
- **Vocabulary** When Pauline and John-John say their chant, they say “all that it will cost ya?” *Ya* is a short or slang way of saying *you*. Why did the writer choose to use *ya* instead of *you*? It sounds more like the way kids talk.
- On p. 14, who are Milou, Mischa, and Mungo? They are Harvey’s dogs. How does the reader know this? The illustration shows a man with three dogs and there are three names in the story. **Craft and Structure**
- What does Harvey do when he sees the lemonade stand? He laughs and then drinks a lemonade and buys a limeade to take home. Why does he laugh? It is unusual to sell lemonade in winter.

Key Ideas and Details

- **Vocabulary** After Harvey and his dogs leave, Pauline decides that they need *entertainment* (p. 15). *Entertainment* is something that people find enjoyable to watch or do. What do John-John and Pauline do as *entertainment*? John-John does cartwheels. Pauline drums.
- Why does the writer say John-John “leaps up” after he decides to cartwheel? It shows that he is excited to do cartwheels. How would it change the meaning of the sentence if it said “shuffled over”? John-John would be getting up slowly. He isn’t excited about doing cartwheels. How does word choice affect the sentence? It can change the feeling you get when you read the sentence.

Integration of Knowledge and Ideas

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Explain that the phrase “down the block” means that Harvey is walking toward Pauline and John-John, not that he is going from an upper level to a lower level. When Harvey “takes a limeade back home,” he has paid for the drink and is taking it to his house. He is not walking backward.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding why the streets are empty, have children look at the illustrations on pp. 12–15 and ask clarifying questions such as “What is the weather like on this day?” and “Why might people not want cold drinks on a day with this type of weather?”

READING OBJECTIVES

- Learn text-based vocabulary.
- Ask questions in a discussion to clarify meaning.

Text-Based Vocabulary

- lemonade, p. 13
- limeade, p. 13
- lemon-limeade, p. 13

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Lemonade in Winter*. For each word, check children's understanding. Poll them to see if they know the meaning, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence using each word on p. 134 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What does lemonade taste like? Have you ever had limeade before? Why might someone try lemon-limeade? Why do Pauline and John-John offer three choices of drinks?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children go back to the illustrations and text on pp. 12–15 to discuss what Pauline and John-John do to get people to buy drinks from them. Use the **Whole Class Discussion Routine**.

Remind children to ask questions of each other if they do not understand what the speaker is saying. Tell children that it is important that speakers answer questions asked by listeners during a discussion. Pose the question: *What other things could Pauline and John-John do to get more people to buy drinks from them?* Ask volunteers to share their thoughts.

You may wish to provide a model through a think aloud, such as the following: *In a discussion, I might make a suggestion about something that I think Pauline and John-John could do to get their neighbors to buy lemonade or limeade. It's important for me to answer any questions others have so that I am able to clarify what I mean.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you like lemonade, limeade, or lemon-limeade? Why or why not?* (Possible responses: I like lemonade because I think it tastes good and I like things that are a little sour. I do not like limeade because I do not like limes.)



Explain that writers choose the words they use in their stories for different reasons. Sometimes they choose words to describe something to the reader. Other times, writers choose words because they have a particular sound or rhythm when they are read aloud.

RHYTHM AND RHYME As a group, read the chant “Lemon lemon LIME...” found on p. 13. As much as possible, have children read along. Read the chant with rhythm a few times. Then discuss the following questions.

- **Why are some words in all capital letters?** (Those are read louder than the other words.)
- **Which lines are repeated?** (Lemon lemon LIME, All that it will cost ya, Fifty cents a cup) Why do you think they are repeated? (Reading them creates a rhythm.)
- **How do you feel after you say the chant a few times?** (It’s catchy. It makes you want to say it over and over again.)
- **What information are Pauline and John-John sharing with the chant?** (They are telling customers what types of drinks they sell and how much they cost.)
- **Why did the writer choose to have Pauline and John-John chant, instead of telling customers the information in sentences?** (The chant is fun to say. You remember the details more easily.)

Independent Reading Practice

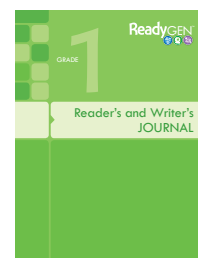
LANGUAGE ANALYSIS: CRAFT AND STRUCTURE Read p. 19 of *Lemonade in Winter* with children. Have children complete p. 139 in their *Reader’s and Writer’s Journals* independently to show the words that are emphasized in the chant and to use the chant to tell the new price of a drink.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 136 of their *Reader’s and Writer’s Journal*. Children should write a word or two that completes the sentence.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for lessons they can learn through the characters in the story.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with children. Ask volunteers to share their Writing in Response to Reading. Compare different responses and have children share why they chose the word they did.



READING OBJECTIVES

- Identify rhythm.
- Answer questions based on a story.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the rhythm of the chant,
then...use the Language Analysis lesson in small group to help them.

If...children need extra support to understand the story,
then...use the Close Reading Workshop in small group to provide scaffolded support.

Language Analysis

Help children find the words that need to be emphasized by reading the chant and emphasizing its rhythm. Then ask questions such as: *When you look at the words, which words are printed in different type? How are they different?* Have children circle and underline the words according to the directions. If children have difficulty completing the last sentence, ask: *How much does a cup cost when Pauline and John-John first start selling? If the first price is fifty cents, what is the changed price going to be?*

Close Reading Workshop

REVISIT *LEMONADE IN WINTER* Read aloud pp. 12–15. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1 What clues can you find in the text and the illustration that tell you if Pauline and John-John are selling many drinks? (The text says the streets are empty. Only one person, Harvey, buys anything. In the illustration, Pauline and John-John are the only ones on the street in many of the pictures.)
- 2 What questions do you have about this part of the story? (Possible answers: Why do Pauline and John-John stay outside if they aren't selling anything? Are they cold? Will they get more customers?)
- 3 How would you describe Pauline and John-John at this point in the story? Use details from the text to support your answer. (Possible answers: They are still excited about selling drinks. They haven't given up.)

EXTENSIONS

MONITOR PROGRESS

If...children are able to identify the rhythm of the chant,
then...extend the Language Analysis activity by having them identify the rhythm in another chant.

Language Analysis

Have children read the following chant with a partner several times. Then ask children to identify which words are spoken more loudly than the others.

Lemonade is yummy,
Lemonade is sweet;
When it's in my tummy,
It gives me a treat!

Have children answer the following questions.

- Which words did you say more loudly? (yummy, sweet, tummy, treat)
- Remember that rhyming words sound the same at the end. Did any of the words in the chant rhyme? Which ones? (yummy and tummy, sweet and treat)

WRITING OBJECTIVES

- Choose words for their sounds.
- Use commas to separate items in a series.

Writing

Narrative Writing

Word Choice

TEACH Remind children that writers often choose words because of the way they sound when read aloud.

- What words sound good when they are read aloud?
- What effect does the sound have on you as a reader?
- How can a writer choose words to create a certain sound?

ANALYZE THE MODEL Through discussion, help children see that writers repeat certain words and change others to create a rhythm. Point to the illustration on p. 13 as you read aloud the following excerpt:

Lemon lemon LIME, lemon LIMEADE!

Lemon lemon LIME, lemon LEMONADE!

Shows how the first phrase repeats in each line, but the last word in each line is different.

Read aloud the following excerpt as you point to the same illustration on p. 13. Explain that sometimes writers repeat whole lines to create another kind of rhythm.

All that it will cost ya? Fifty cents a cup!

All that it will cost ya? Fifty cents a cup!

Information is repeated in a catchy way.

Explain to children that sometimes writers shorten or change words when they are trying to establish a certain rhyme or rhythm. Using “ya” instead of “you” is an example of this.

Conventions Using Commas in a Series

TEACH AND MODEL Explain that when a sentence has a list of three or more items, a comma goes between each item. *I ate cheese, crackers, and an apple* is a sentence with a list of three things. The words *cheese, crackers, and apple* are the items in the list, and they are separated by commas. The word *and* comes before the last item in the list.

Commas are used to separate single words in a series.

Harvey walks down the block with Milou, Mischa, and Mungo.

APPLY Provide sentences with lists, such as *Put on your hats, coats, and boots*. Have children tell you where to put the commas. For more practice, have them do the Lesson 10 activity on p. 137 of their *Reader's and Writer's Journal*.

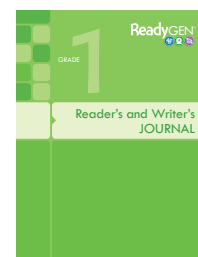
Independent Writing Practice

WRITING Tell children to read to a partner their stories about a character saving money. As they read aloud, tell both children to listen for how the story sounds. Ask them to tell their partners one thing they especially liked about the partner's story. Then have children consider whether they want to revise any part of their story to make it sound better. Tell them that writers often read aloud their writing to hear how it sounds as they revise.

USE TECHNOLOGY Typing children's stories and printing them out will give them another source of print to read independently. You may want to have children record themselves reading their stories and then listen to the recording as they read along.

Writing Wrap-Up

Discuss how reading aloud helped children revise their stories.



WHOLE GROUP

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMMAS Have children use words on a word wall to practice writing lists of three or more items. Provide a sentence frame such as *I saw a ___* and have children complete the sentence with three items.

STRATEGIC SUPPORT

WRITING Rereading their stories may be difficult for some children. If necessary, read the story aloud along with the child. Encourage the child to choral read his or her story several times with you until the reading is more fluent and independent.

LESSON OBJECTIVE

Determine the central message of a story.

READING OBJECTIVES

- Retell parts of a story, including key details.
- Read closely, citing text-based evidence in discussions.

Read the Text

Build Understanding

INTRODUCE Explain that today when children read *Lemonade in Winter*, they will focus on the Enduring Understanding: *Readers understand we can learn lessons through characters in stories*. As children read the story, they will determine the central lesson or message of the story, by studying what the characters say and do.



First Read of the Lesson

EXPLORE THE TEXT Display the cover of *Lemonade in Winter*. Review the story with children and the concept of word choice from the previous lesson, focusing on the Essential Question: *How can word choice show feelings in writing?* Explain that today's lesson will focus on the Essential Question: *How can we learn lessons from fictional stories?* Tell children that since they have already studied the characters in the story, today's lesson will focus on the lesson the characters learn.

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD LEMONADE IN WINTER Read the story *Lemonade in Winter*. Have children listen for clues that tell what Pauline and John-John learn from holding a lemonade stand in winter. **Use the Read Aloud Routine.** After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 141 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?



Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events on pp. 18–21. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- **Why do Pauline and John-John have a sale?** The streets are empty. No one is buying drinks. **What is the new price of a cup?** Twenty-five cents.

Key Ideas and Details

- **After the price of a cup changes, what else do Pauline and John-John have to change?** They change their chant and their signs. **Why do they have to make these changes?** They have to let customers know that the price is different. **Integration of Knowledge and Ideas**

- **Who are Aidan and Heather?** They are customers. **How do Aidan and Heather feel about each other?** They really like or love each other. **How does the writer tell the reader how Aidan and Heather feel?** The text says that Aidan calls Heather gorgeous. Heather gives Aidan a kiss after he buys her limeade. **Craft and Structure**

- **Where does the money go after every sale?** It goes into a green plastic box. **Why do Pauline and John-John put the money here?** If they put it in the same place, they will always know where to find it.

Key Ideas and Details

- **What is Pauline's next idea when the streets are empty?** She decides that they need decorations. **How is the illustration on p. 21 different from the other illustrations?** It is in three parts. **What do the illustrations show?** The first one shows Pauline and John-John sitting at the empty stand. The next one shows them going inside the building. And the last one shows them each coming outside with a box in their hands.

Craft and Structure

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

IDIOMS Explain that the phrase “arm in arm” means that Aidan and Heather are walking with their arms linked at the elbow. If needed, have two children demonstrate what this looks like.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding why Pauline decides to change the price, have children look at the illustrations on pp. 18–21 and ask clarifying questions, such as “How does the price change?” and “Why might people buy a cup if the price is lower?”

READING OBJECTIVES

- Learn text-based vocabulary.
- Answer questions that are asked during a discussion.

Text-Based Vocabulary

- sale, p. 18
- decorations, p. 21

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Lemonade in Winter*. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence using each word on p. 142 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *How do prices change when an item is on sale? Why are items put on sale? When do people put up decorations? What kind of decorations do Pauline and John-John use?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children go back to the illustrations and text on pp. 18–21 to discuss how the time of year affects this story. Use the **Small Group Discussion Routine**.

Remind children that they should ask questions to clear up confusion when they are having a discussion. Speakers should listen to the questions asked and answer those questions before saying more information. Pose the question: *How would the story be different if it took place in summer?*

You may wish to provide a model through a think aloud, such as the following: *Yesterday, we talked about answering questions during a discussion. I know it is important for everyone to understand what I am talking about. If someone is confused and asks me a question about something I said, I might use other words to explain my idea.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think decorations are a good idea to help Pauline and John-John sell more drinks? Why or why not?* (Possible responses: Yes, because people could see the decorations and wonder what is going on. They might come outside and buy drinks. No, because it is still cold. People won't come outside because of the cold.)



Reading Analysis Central Message

Remind children that writers often teach a central message or lesson with their stories. The writer doesn't usually state the lesson he or she wants the reader to learn, but many times it is something that a character in the story learns.

KEY IDEAS AND DETAILS As a group, talk about *Lemonade in Winter*. Tell children it is a book about counting. Big sister Pauline teaches her little brother John-John all about quarters. But Pauline learns something as well. Discuss the following questions to figure out what Pauline learns in the story.

- Do Pauline and John-John end up with more or less money than they started with?
- How does Pauline feel about this?
- What does John-John ask when Pauline cries because they lost money?
- Was it more important to make money with the lemonade stand or to enjoy doing it?
- What lesson does Pauline learn?

Point out the illustration on p. 32. Ask children whether or not they think it was a good idea for Pauline and John-John to have a lemonade stand in winter.

Independent Reading Practice

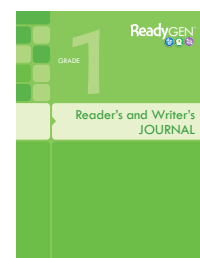
READING ANALYSIS: CENTRAL MESSAGE Have children work independently to draw pictures showing something Pauline or John-John learned in the story. Children should share their drawings with a partner.

WRITING IN RESPONSE TO READING Have children respond to the prompt on p. 144 of their *Reader's and Writer's Journal*. Children should write a few words that complete the sentence.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for lessons they can learn through characters.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Compare different responses and have children share why they chose that word to complete the central message.



READING OBJECTIVES

- Identify the central message in a story.
- Read closely, citing text-based evidence in discussions.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to identify the central message of *Lemonade in Winter*,

then... use the Reading Analysis lesson in small group to help them.

If...children need extra support to understand the story,

then...use the Close Reading Workshop in small group to provide scaffolded support.

Reading Analysis

Help children find the central message by asking questions, such as: *What happens when Pauline and John-John sell lemonade in winter? Do they have many customers? Do they enjoy themselves?* As children answer your questions, encourage them to elaborate by asking follow-up questions, such as: *How does Pauline react when they count their money? How does John-John react? Are they happy at the end of the story? How do you know?* Have children draw pictures to show what Pauline and John-John learn.

Close Reading Workshop

REVISIT LEMONADE IN WINTER Read aloud pp. 18–21. Then discuss the following questions with the group. Have children include text evidence to support their answers.

- 1 **What clues can you find in the text and the illustrations that tell you the new price for a drink?** (The chant changes to say “twenty-five a cup.” In the illustrations, Pauline is making new signs that say 25¢. John-John is holding a sign with the old price crossed out and the new price written in red.)
- 2 **What questions do you have about this part of the story?** (Possible answers: Will Pauline and John-John get more customers with the new price? Will adding decorations help sell more lemonade? Will Pauline and John-John get tired of trying to sell drinks?)
- 3 **How does having a sale affect what happens next in the story?** (It brings in more customers.)

EXTENSIONS

MONITOR PROGRESS

If...children understand the central message of *Lemonade in Winter*, **then...**extend the Reading Analysis activity by planning their own lemonade stand.

Reading Analysis

Have children work with a partner to use what they learned in *Lemonade in Winter* to plan their own lemonade stand. Partners should use what they learned about quarters, advertising, decorations, and sales to decide what kind of stand they will have and how they will run it. Have children discuss the following questions:

- What kind of drinks will you sell?
- How much will you charge for your drinks?
- What will you do to get customers?
- Who will help you with the lemonade stand?

Have children draw a plan for their lemonade stand and share it with the class.

WRITING OBJECTIVES

- Write endings with a sense of closure.
- Use verb tenses correctly in sentences.

Writing

Narrative Writing

Writing Endings

TEACH Explain to children that writers provide clues that a story is coming to an end. One clue might be that a character has solved a problem. Another might be that an activity or event in the story has come to an end. Readers can look for clues to let them know the story is wrapping up.

- What clues show that *Lemonade in Winter* is coming to an end?
- Why do Pauline and John-John stop selling lemonade?
- How does the reader know that the story is finished?

ANALYZE THE MODEL Through discussion, help children see that the writer gives clues that the story is ending by finishing details in the story. Point to the illustration on p. 26 as you read aloud the following excerpt:

At last, **empty** pitchers.
Pauline tips the green plastic box and **pours their**
quarters onto the table.

**Shows that they
are out of drinks.
Explains the detail
that they are
counting the money.**

Help children see that these events signal that the lemonade is all gone and that Pauline and John-John are closing down the stand. Point to the illustration on p. 30, as you read aloud the following excerpt:

One lemonade stand, now **closed** for business.

**Writer informs the
reader that the stand
is closed.**

Explain to children that the writer tells the reader that the stand is closed, and the illustration shows boxed-up items that were used during the story. Both signal that the end of the story is near.

Conventions Using Verb Tenses

TEACH AND MODEL Explain that the verb shows whether the action has already happened, is happening now, or will happen in the future. In the sentence, *I walked to school*, *walked* shows that the action happened in the past. In the sentence, *I walk to school with my friend*, *walk* shows it is happening now. In the sentence, *I will walk to school tomorrow*, *will walk* shows it will happen in the future.

Have means it is happening now. *Spent* shows it has already happened. *Will want* shows it will happen in the future.

"We *have* sixteen quarters now," Pauline sniffs, "but we *spent* twenty-four."
"Nobody *will want* cold drinks," he says, "Don't you hear the wind?"

APPLY Children should check to make sure they have used the correct verb tenses in sentences in their stories. For extra practice, have children do the Lesson 11 activity on p. 148 of their *Reader's and Writer's Journal*.

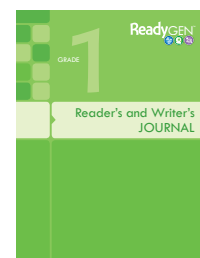
Independent Writing Practice

WRITING Now tell children they will reread their stories and revise them to show that the story is ending. Tell them they may want to add a final sentence or picture to their stories to show that the story is over. Have children complete p. 149 in their *Reader's and Writer's Journal* to help them plan what details to add to the end of their story.

USE TECHNOLOGY If available, children can type their stories using computers or tablets.

Writing Wrap-Up

Have volunteers read their stories aloud to the class.



Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

VERB TENSES Children with language backgrounds in Chinese, Hmong, and Vietnamese may struggle with the concept of verb tenses because verbs in these languages do not change to show the tense. Provide extra practice and support as needed to adequately address verb tenses.

STRATEGIC SUPPORT

VERB TENSES If children have difficulty with verb tenses, remind them that past tense verbs often end with *-ed* and future tense verbs often include the word *will* with the verb.

LESSON OBJECTIVE

Compare and contrast adventures of characters in stories.

READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Read closely, citing text-based evidence in discussions.

Read the Text

Build Understanding

INTRODUCE Tell children that today as you read aloud and discuss *My Rows and Piles of Coins* and *Lemonade in Winter*, they will compare and contrast events in the two books. As you move through the lesson, help children focus on the Enduring Understanding: *Learners understand that how people choose to use their resources can help them get what they want and need.*



First Read of the Lesson

EXPLORE THE TEXT Display pp. 26–31 of *My Rows and Piles of Coins*. Have children describe what is happening in the pictures. Then do the same for pp. 28–31 of *Lemonade in Winter*. Tell children they will be discussing these two story endings today. Explain that as children focus on different parts of the literature in this module, they will continue to find answers to the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD Have children think about how the stories end as you read aloud pp. 26–31 of *My Rows and Piles of Coins* and then read aloud pp. 28–31 of *Lemonade in Winter*. Use the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what they learned on p. 141 of the *Reader's and Writer's Journal*. Tell them to write a word or sentence to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events at the end of *Lemonade in Winter* on pp. 28–31. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- How does Pauline feel after she counts the quarters they earned? Why does she feel this way? She cries and is sad because she only has sixteen quarters now, and they spent twenty-four. How do you think John-John feels about the situation? Why does he feel this way? He is pleased because he says, “Sixteen is money!” John-John is glad they still have money. **Key Ideas and Details**
- **Vocabulary** Pauline says, “We didn’t *make* money?” Let’s see if Pauline is right. To figure out if you make money, you have to know how much money you start with and how much you end up with. How many quarters did the children spend at the beginning of the story? 24 How many did they earn selling lemonade? 16 How many fewer quarters do they have now than when they started? 8 So Pauline is right. The children lost eight quarters. They didn’t make money.
- The Enduring Understanding says that how people choose to use their resources can help them get what they want. What choice do the children make with the sixteen quarters they have left? They buy two popsicles. **Integration of Knowledge and Ideas**
- What do you notice in the pictures on pp. 30–31? The children are outside laughing and eating popsicles next to their closed lemonade stand. How do the children feel at the end of this story? What do the picture clues tell you about the ending? The children are happy. **Key Ideas and Details**
- What can you tell us about the ending of the story? At first, Pauline is sad because they didn’t make money selling lemonade. Then John-John suggests that they buy popsicles with the money that is left. At the end, even though they didn’t make money, both children are happy sitting outside eating the popsicles and chanting.

Integration of Knowledge and Ideas

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

INTEGRATION OF IDEAS Display a dollar bill and a quarter and have children repeat the names. Demonstrate that there are four quarters in one dollar. Then, have children use play money to show the value of four dollars in quarters.

STRATEGIC SUPPORT

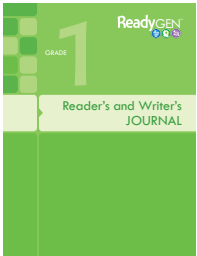
KEY IDEAS If children have difficulty understanding when Pauline says, “We didn’t make money,” have them use play money and demonstrate spending 24 quarters and earning 16 quarters.

READING OBJECTIVES

- Learn text-based vocabulary.
- Compare and contrast story events.

Text-Based Vocabulary

- spent, p. 28
- fewer, p. 28



Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *Lemonade in Winter*. For each word, check children's understanding. Poll them to see if they *know the meaning, know it a little, or don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 142 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *How many quarters does Pauline say they spent at the beginning of the story? Do the children have fewer quarters or more quarters at the end of the story?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children go back to the illustrations and text on pp. 28–31 to discuss what Pauline and John-John do and say at the end of the story and what this tells readers about how they get along together. Remind children to ask questions at the appropriate time if there is something they do not understand. Use the **Paired Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *When Pauline begins to cry, John-John asks, "Why are you sad?" This tells me that John-John cares about his sister. I think John-John is happy that they still have some money when he says, "Sixteen is money!" It tells me that he is trying to get Pauline to see the bright side. John-John is trying to cheer her up. The pictures show that Pauline goes along with John-John's suggestion to buy popsicles. This tells me that even though he is younger than her, Pauline listens to John-John's ideas. They make choices together.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Do you think the author and illustrator wanted the ending of the story to be funny? Why or why not?* (Possible responses: Yes, buying cold lemon and lime popsicles and eating them outside on a winter day is funny because they sold cold lemon and lime drinks outside on a winter day. No, it wasn't funny seeing the lemonade stand closed for business.)

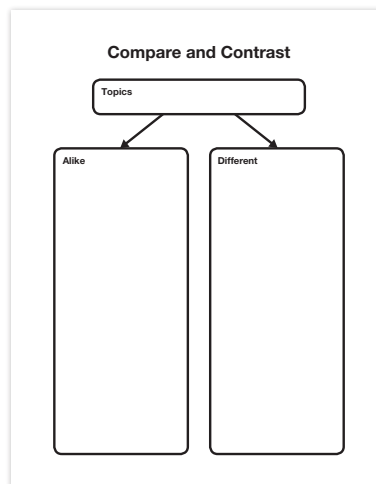
Reading Analysis Compare and Contrast

Explain that when readers find ways stories are alike, they are comparing them. When readers find ways stories are different, readers are contrasting them. Good readers pay attention to how stories are alike and different.

As a group, retell what happens at the end of *My Rows and Piles of Coins* and at the end of *Lemonade in Winter*. Use a compare and contrast chart to record how the story endings are alike and different.

KEY IDEAS AND DETAILS Ask children to think about what happens at the end of the stories.

- At the end of both stories, the children have coins. Yet, how do both Pauline and Saruni feel? The children are sad. Let's write "have coins but are sad" in the Alike column.
- What do Pauline and John-John decide to do with their coins? spend their coins on popsicles What happens to Saruni's coins? His father gives Saruni his bike. Saruni gets to save his coins. We can write: "spends coins on popsicles" and "gets father's bike and saves coins" in the Different column.
- How do the children feel at the end of both stories? The children in both stories are happy. Let's write "Children are happy" in the Alike column.



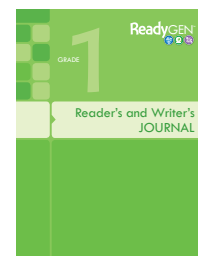
Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have children work independently to complete p. 145 in their *Reader's and Writer's Journal*. Children should draw pictures to show how the two story endings are different and alike. They can use their drawings to orally compare and contrast the endings of *My Rows and Piles of Coins* and *Lemonade in Winter*.

WRITING IN RESPONSE TO READING Read aloud the prompt on p. 144 of the *Reader's and Writer's Journal*. Children should write a word or sentence about what children can do with coins. Tell children to refer to the endings of the two books for evidence.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Have them share their Writing in Response to Reading.



READING OBJECTIVES

- Compare and contrast story events.
- Demonstrate fluency through oral reading.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how to compare and contrast story endings in *My Rows and Piles of Coins* and *Lemonade in Winter*, **then...**use the Reading Analysis lesson in small group to help them.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

To help children complete the drawings on p. 145 of the *Reader's and Writer's Journal*, point out how the story endings are different and alike by asking questions. Emphasize words that signal contrasts and comparisons, such as *both* and *but*. **What do Pauline and John-John decide to do with their coins?** Pauline and John-John spend their coins. **That's right. They use sixteen quarters to buy two popsicles, one lemon and one lime. What happens to Saruni's coins?** Saruni saves his coins. **Saruni's father gives Saruni his bike and Saruni gets to save his coins. Pauline and John-John spend their coins, but Saruni saves his coins. The two story endings are different.** Revisit the pictures and text on p. 29 of *My Rows and Piles of Coins* and on p. 31 of *Lemonade in Winter*. **What happens at the end of the stories? How do the children feel?** The children feel happy. **Yes, the children in both stories are happy at the end. The two story endings are alike.**

Oral Reading

EXPRESSION Explain that reading with expression is reading like characters might speak. Have children follow along as you read aloud the first paragraph on p. 28 (beginning with "Then she begins to cry.") in *Lemonade in Winter*. Model reading with expression.

Have children read the same passage aloud, stressing expression. Monitor progress and provide feedback. For optimal fluency, students should read the passage three or four times.

EXTENSIONS

MONITOR PROGRESS

If...children understand how to compare and contrast the endings of *My Rows and Piles of Coins* and *Lemonade in Winter*, **then...**extend the Reading Analysis activity by having them compare and contrast the beginnings of these two stories.

Fluency Check To provide practice with reading fluently, have children use the Oral Reading activity.

Reading Analysis

Have children read the beginning of *My Rows and Piles of Coins* on pp. 4–11 and the beginning of *Lemonade in Winter* on pp. 2–9. Provide a compare-contrast chart like the one used in the whole group Reading Analysis activity. Have partners complete the chart to tell how the two story beginnings are alike and different. Start by having children discuss the following questions about the beginning events in each story:

- The children in both stories want to do something with their coins. What does Saruni want to do? (buy a bicycle) What do Pauline and John-John want to do? (buy things to set up a lemonade stand)
- How does Saruni get ten-cent coins? (by helping his mother with market work) How do Pauline and John-John get quarters? (by collecting them; emptying piggy banks and searching pockets)
- Where does Saruni go to buy things? (a busy outdoor market) Where do Pauline and John-John go to buy things? (the corner store)

Have children use the completed compare-and-contrast chart to tell how the two story beginnings are alike and different.

Oral Reading

EXPRESSION Explain that reading with expression is reading like characters might speak. Have children follow along as you read aloud the first paragraph on p. 28 (beginning with “Then she begins to cry.”) in *Lemonade in Winter*. Model reading with expression.

Have children read the same passage aloud, stressing expression. Monitor progress and provide feedback. For optimal fluency, students should read the passage three or four times.

WRITING OBJECTIVES

- State and support an opinion.
- Use conjunctions in compound sentences.

Writing

Opinion Writing

Give Reasons for Opinions

TEACH Explain that writers sometimes give opinions. An opinion is what a writer thinks, feels, or believes. Good writers give reasons for their opinions. Revisit *Stellaluna* and read aloud the ending on p. 44.

- How does *Stellaluna* end?
- What is your opinion about the end of this story?
- What reasons can you give for your opinion?

ANALYZE THE MODEL Through discussion, help children see that the writer is stating an opinion about the ending of *Stellaluna*. The writer gives reasons for the opinion. Point to the illustration on p. 45 as you read aloud how a writer states and supports an opinion:

I think *Stellaluna* has a quiet ending. The text says, “they perched in silence for a long time.” The picture shows the friends huddled together in the still of night. A reader can remember this ending for a long time.

The writer states an opinion and gives reasons for it. The writer wraps up the writing.

Continue with another example.

The ending of *Stellaluna* tells an important message. Pip wonders, “And how can we feel so different and be so much alike?” *Stellaluna* says, “But we’re friends. And that’s a fact.” This message can be for people too. It means that we can be friends with people who seem so different from us because there are ways we are alike too. A reader can learn a lesson from this ending.

The writer states an opinion and gives reasons for it. The writer wraps up the writing.

Tell children that some words are clues that the writer is stating an opinion, such as *beautiful*, *best*, *important*, or *should*. Explain that a writer’s opinion may also contain phrases that are clues, such as *I think* or *I believe*.

Conventions Using Conjunctions in Compound Sentences

TEACH AND MODEL Explain that the words *so* and *because* can connect two complete sentences. Point out the sentence on p. 31 of *My Rows and Piles of Coins* that contains the word *because*.

Because can connect two complete sentences.

I wasn't riding it because Yeyo could never have kept up.

APPLY During Independent Writing Practice, as children revise a draft of their work, help them use a conjunction to combine two short sentences. For extra practice, have children do the Lesson 12 activity on p. 148 of their *Reader's and Writer's Journal*.

Independent Writing Practice

FORMATIVE ASSESSMENT Now tell children they will write their opinion of the ending of *My Rows and Piles of Coins* or *Lemonade in Winter*. To begin, organize children in small groups according to the book they select. Have children talk about the ending. *Were you satisfied with the way the story ended? Why or why not?* Then have children follow these steps as they write.

- 1 Name the book you are writing about.
- 2 State an opinion about the ending. Tell what you think, feel, or believe.
- 3 Give reasons for your opinion.
- 4 Add a sentence that wraps up your writing.

USE TECHNOLOGY If a video camera is available, have children record their opinion pieces.

Writing Wrap-Up

Have volunteers share their opinions and reasons for their opinions with the class.

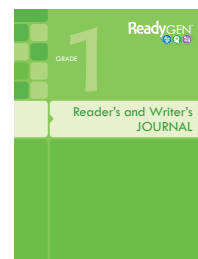
Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPREHENSION Summarize the ending of *Lemonade in Winter* as you point to the pictures: The children have coins. They buy two popsicles. They eat the popsicles outside. The children are happy. Ask children to tell whether or not they like the ending.

STRATEGIC SUPPORT

WRITING Read aloud the ending of *My Rows and Piles of Coins*. Have children complete this sentence frame: I _____ the ending of *My Rows and Piles of Coins*. Then have children dictate reasons why they like or do not like the ending.



WHOLE GROUP

LESSON OBJECTIVE

Describe characters in a story, using key details.

READING OBJECTIVES

- Identify key events and details in a story.
- Read closely, citing text-based evidence in discussions.

Read the Text

Build Understanding

INTRODUCE As you read aloud and discuss sections of *My Rows and Piles of Coins* and *Lemonade in Winter*, have children focus on the Enduring Understanding: *Writers understand that word choice enables a reader to understand a story.*



First Read of the Lesson

EXPLORE THE TEXT Display the illustration on pp. 12–13 of *My Rows and Piles of Coins*. Have children describe Saruni's problem. Then show the illustration on p. 18 of *Lemonade in Winter* and have children tell about Pauline's problem. Tell children that today they will be discussing the choices the characters make when they have problems. As they listen and read, remind children of the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

For additional support in unlocking the text, see the *Scaffolded Strategies Handbook*.

READ ALOUD Have children think about what the characters are like as you read aloud pp. 8–21 of *My Rows and Piles of Coins* and pp. 11–27 of *Lemonade in Winter*. Use the **Read Aloud Routine**. After reading, discuss the questions below. Then have children draw a picture showing what happened in the story on p. 141 of the *Reader's and Writer's Journal*. Tell them to write a question to go with their drawings.

- What did you read?
- What did you learn?
- What questions do you have?

Second Read of the Lesson

CLOSE READING During guided close reading, have children focus on key details of the events on pp. 12–21 of *My Rows and Piles of Coins* and pp. 18–27 of *Lemonade in Winter*. For unfamiliar words, follow the **Close Reading Vocabulary Routine**. Use the following questions to lead the discussion.

- What does Saruni do when he has difficulty learning to ride his father's big, heavy bicycle? Use the text and illustrations for clues. Saruni keeps on trying. He doesn't care that the other children laugh at him. He thinks, "Go on, laugh." **Key Ideas and Details**
- Help children recall the Enduring Understanding. The writer chose the word *determined* (p. 12) to help readers understand how Saruni feels. Someone who is *determined* makes a choice to do something and then does it even if it is difficult. Do you think *determined* is a good word to describe Saruni? Why or why not? Use text evidence in your reasoning. Yes, because Saruni kept trying to ride his father's bicycle. He didn't give up even when he fell off or crashed. Saruni kept practicing on the big, heavy bicycle until he could ride on his own. He even learned to ride a loaded bicycle. **Integration of Knowledge and Ideas**
- How does Saruni show that he is determined to buy his own bicycle? Saruni works hard to get more coins. He takes goods to market on a wheelbarrow. He goes to market on two days instead of one. **Key Ideas and Details**
- There are no people on the street to buy lemonade, so Pauline and John-John advertise and then they provide entertainment. When they still have difficulty selling lemonade, what do the children do? They keep trying. Pauline and John-John have a sale. They decorate the lemonade stand. **Key Ideas and Details**
- How do the characters in both books show they are determined? Even though it's hard, Saruni keeps trying to ride the bicycle and works to get coins. Pauline and John-John keep trying to sell lemonade even though it isn't easy. **Integration of Knowledge and Ideas**

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

KEY IDEAS As you read the words "sore but determined," on p. 12 of *My Rows and Piles of Coins*, use facial expressions and gestures to help children understand the meanings.

STRATEGIC SUPPORT

KEY IDEAS If children have difficulty understanding that Pauline and John-John were determined to sell lemonade, have them point to pictures that show what the children did to carry out their plan: advertised, added entertainment, had a sale, and decorated the lemonade stand.

READING OBJECTIVES

- Learn text-based vocabulary.
- Understand how writers choose words.

Text-Based Vocabulary

- determined, p. 12
- reward, p. 29

Focused Reading Instruction

Text-Based Vocabulary

Introduce children to key text-based vocabulary from *My Rows and Piles of Coins*. For each word, check children's understanding. Poll them to see if they *know the meaning*, *know it a little*, or *don't know it at all*. Teach the words children need to know with the **Text-Based Vocabulary Routine**. Ask children to write a sentence for each word on p. 142 in their *Reader's and Writer's Journals*.

Encourage children to use the Text-Based Vocabulary by asking: *What is Saruni's reward for helping Yeyo with market work? Do you think it is fair that Saruni receives a reward? Why is Saruni determined to get more and more coins?* Tell children to use the vocabulary words as they respond.

Text-Based Conversation

Have children go back to the illustrations and text on pp. 12–21 of *My Rows and Piles of Coins* and pp. 18–27 of *Lemonade in Winter* to discuss how the characters in both stories showed they were determined to carry out their plans. Encourage children to go back and forth responding to each other's comments. Use the **Whole Group Discussion Routine**.

You may wish to provide a model through a think aloud, such as the following: *I know that Saruni was determined to learn to ride a bike because he planned on buying a bike of his own with his coins. I can look back at the text to see what happened when Saruni fell off his father's bike and crashed and how the other children laughed at him. Reading on, I see that didn't stop Saruni. He kept on trying.*

TEAM TALK STATE AND SUPPORT AN OPINION Use the **Team Talk Routine**. *Who do you think was more determined: Saruni or Pauline and John-John?* (Possible responses: Saruni was the most determined because he had to keep working so hard. Pauline and John-John were the most determined because the weather was freezing, and they stayed outside alone on the street.)



Language Analysis Craft and Structure

Explain that good writers use interesting and colorful details to describe story characters. The descriptive details can help readers understand what the characters think and how they feel.

DESCRIPTIVE DETAILS Read aloud parts of both books. As a group, discuss how the writer uses descriptive details to tell about the characters.

- Read p. 12 of *My Rows and Piles of Coins*. **What is Saruni's plan?** (He plans to buy his own bicycle.) Focus on the detail: "Soon I would be like a cheetah on wheels..." **How does a cheetah move?** (fast) **What does Saruni think he will do on his new bike? What does the detail tell you?** (Saruni thinks he'll go fast.)
- Read pp. 4–5 of *Lemonade in Winter*. **What is Pauline's plan?** (She plans to have a lemonade stand.) Focus on the details: "skipping with her idea" and "jumping with her idea now." **If someone was skipping and jumping about something, how might that person be feeling?** (happy, excited) **How does Pauline feel about her plan? What do these details tell you?** (Pauline is excited about her plan.)

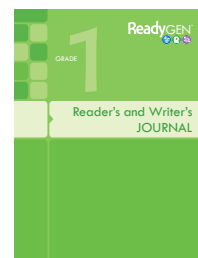
Based on these descriptive details and others in the text, lead a discussion that compares and contrasts the two characters.

Independent Reading Practice

READING ANALYSIS: DESCRIPTIVE DETAILS Have children work independently to draw pictures that show how the characters think and feel about their plans: Saruni thinks he will be like a cheetah on wheels; Pauline is skipping and jumping with her idea. Partners can use their drawings to compare and contrast the two characters.

WRITING IN RESPONSE TO READING Read aloud the prompt and have children respond on p. 144 of their *Reader's and Writer's Journal*. Children should write to tell how Saruni and Pauline are alike. Have children refer to both books for evidence.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to look for lessons they can learn through the characters in the story.



Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading.

READING OBJECTIVES

- Ask and answer questions about key details in a text.
- Compare characters.

Scaffolded Instruction for Small Group

STRATEGIC SUPPORT

MONITOR PROGRESS

If...children struggle to understand how writers use descriptive details to describe characters,

then...use the Language Analysis lesson in small group to help them.

SLEUTH WORK Use the Sleuth steps in the Close Reading Workshop to provide more practice in close reading.

Language Analysis

Help children work through their drawings. *Saruni thinks that soon he will be like a cheetah on wheels. Cheetahs run very fast. How will you show that Saruni is like a cheetah on wheels in your drawing? What will Saruni do? Continue: Pauline “is skipping with her idea” and “jumping with her idea now.” How will show how Pauline feels in your picture? What look will Pauline have on her face?* Guide children to use their finished drawings to compare and contrast the characters.

Close Reading Workshop

SLEUTH WORK Read aloud or have children read “Cook Up a Surprise” on p. 26 of *Sleuth*. Then use the steps below to help groups answer *Sleuth* questions. Have children use text evidence to support their answers.

LOOK FOR CLUES *What does Ms. Carter like to do?* (cook) *When can Ms. Carter use the gift book, “Our Best Recipes”?* (She can use it when she cooks.)

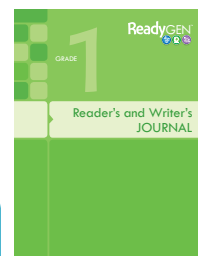
ASK QUESTIONS *How was the recipe book made? What would you ask Ms. Carter’s students about it?* (Possible answers: How did you decide on a title? How did you organize the pages? Why did Jane draw a fruit salad on the cover?)

MAKE YOUR CASE *How do the students show that they care about Ms. Carter? What do they do?* (They work together to make Ms. Carter a surprise birthday gift.) *How does Ms. Carter show that she cares about the students? What does she say?* (She says, “This is a wonderful surprise. I’ll treasure it forever.”)



PROVE IT What is the students' goal in this story? What do they do to achieve their goal? What is the outcome? Tell a partner what you learned. (The students want to make a surprise birthday gift for their teacher. Because their teacher likes to cook, they work together to make a recipe book. Their teacher is surprised and will treasure the book forever.)

After children discuss *Sleuth* work, direct them to pp. 146–147 of the *Reader's and Writer's Journal* to further explore “Cook Up a Surprise.”



EXTENSIONS

MONITOR PROGRESS

If...children are able to use text details to answer questions, **then...**extend the Language Analysis activity by having children compare the characters in *Lemonade in Winter* with those in “Cook Up a Surprise.”

Language Analysis

As children read “Cook Up a Surprise,” have them think about how the characters are similar to and different from the characters in *Lemonade in Winter*. Have children discuss the characters with a partner. Prompt discussions with the questions below.

- In both stories, a character has an idea. Who has an idea in *Lemonade in Winter*? (Pauline) What is her idea? (to have a lemonade stand) Who has an idea in “Cook Up a Surprise”? (Amy’s mom) What is her idea? (to make Ms. Carter a book of recipes)
- In both stories, the characters work together to make something. What do Pauline and John-John make in *Lemonade in Winter*? (lemonade and limeade and also lemon-limeade) What do the students make in “Cook Up a Surprise”? (a book that has their favorite recipes in it)
- In *Lemonade in Winter*, Pauline and John-John shout and chant to let everyone know what they have made. How is this different from what the students do in “Cook Up a Surprise”? (The students wanted the recipe book to be a surprise. This means they wouldn’t let everyone know about it.)
- What else do you notice about the characters from the two stories? How are they alike? How are they different? (Possible answers: Pauline and John-John care about each other. Ms. Carter and the students care about each other too. Pauline and John-John try to make money. The students make a gift.)

WRITING OBJECTIVES

- Publish a story.
- Use demonstratives.

Writing

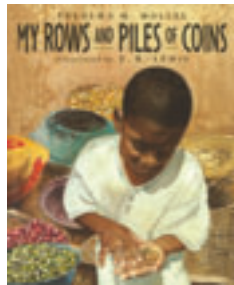
Narrative Writing

Publish

TEACH Tell children that when writers finish a story, they often want to share or publish the story. **Publishing** means sharing the final copy of the writing with an audience. A writer makes many decisions when publishing the story.

- After the author wrote the story *My Rows and Piles of Coins*, what other things happened to make this book?
- What decisions did the author have to make to create a cover for the book?

ANALYZE THE MODEL Display the cover of *My Rows and Piles of Coins*. Point out the names of the author and the illustrator. Ask: *Why do you think the publisher asked an artist to illustrate the book? What do the pictures add to the story?*



A cover tells who wrote the book. It also tells who painted the pictures. A picture on the cover shows part of the story.

Explain that the cover also gives readers an idea of what the book is about. Ask: *When you look at this cover, what does it tell you about the story? Can you tell that the book will be a story and not an informative book with facts about real people? How can you tell? What does the title tell you about the story?*

Explain to children that the title of a story often tells you the main idea of the story. It can also give you an idea of the central message or lesson of the story. Ask children why they think the author chose to call this story *My Rows and Piles of Coins*.

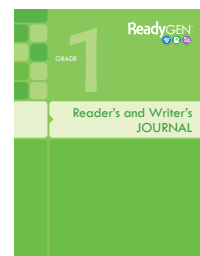
Conventions Use Demonstratives

TEACH AND MODEL Explain that the words *this*, *that*, *these*, and *those* point out nouns. *Saruni gave those coins to his father. The word **coins** is a noun that names more than one. The word **those** points out the noun.*

The words *this*, *that*, *these*, and *those* point out nouns.

That night, I dropped five ten-cent coins into my secret money box.

APPLY During Independent Writing Practice, circulate and point out the demonstratives *this*, *that*, *these*, and *those* that children use. For extra practice, have children do the Lesson 13 activity on p. 148 of their *Reader's and Writer's Journal*.



WHOLE GROUP

Independent Writing Practice

WRITING Have children plan a cover for the stories they have been working on in this module. They can use p. 150 of their *Reader's and Writer's Journal* to plan the cover. Then help them create covers for their stories. Tell them to reread their stories one more time and correct any mistakes they see. Then help them attach the cover to the pages of their story. Display the stories in the reading corner of your classroom.

USE TECHNOLOGY If available, have children use computers to write and print their stories. Encourage them to use an art tool to add spot art or decorative borders to their work.

Writing Wrap-Up

Ask volunteers to share their stories with the class. As a group, discuss the many choices children have made.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

DEMONSTRATIVES Give children practice making choices with objects. Display two different familiar books. Say: You can read one book. Which book will you read? Have children make a choice. Repeat with two crayons. You can use one color. Which color will you use?

STRATEGIC SUPPORT

COVERS Have children dictate the titles for their stories. Discuss with them what picture on the cover would give readers a good idea of the most important event in the story.



OBJECTIVES

- Write a narrative about making a choice.
- Include two detailed events using transition words.
- Provide a sense of closure.

Performance-Based Assessment

Task

Choices

The stories in this unit teach readers about choices and making decisions. Children will write narratives about a time in their life when they had to make a choice, just as Saruni did in *My Rows and Piles of Coins*.

Children's narratives will:

- a. recount two or more appropriately sequenced events.
- b. include some details regarding what happened.
- c. use transition words to signal event order.
- d. provide some sense of closure.

Children will combine their narratives into a class book or presentation.

See p. 118 for a reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over several lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How can we learn lessons from fictional stories?* and *How can word choice show feelings in writing?*

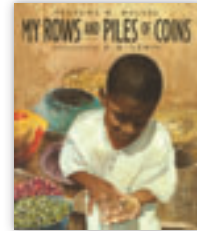
REVISIT THE TEXT Remind children that they read about characters who made choices. Even though writers invented these characters, they acted as real people do. Saruni's, Pauline's, and John-John's actions may remind readers of events and feelings in their own lives.

Looking over at Yeyo, I wished she didn't have to carry such a big load on her head.

If only I had a cart to pull behind my bicycle, I thought, I could lighten her load!

That night I emptied the box, arranged all the coins in piles and the piles in rows. Then I counted the coins and thought about the cart I would buy

—*My Rows and Piles of Coins*, p. 31



Have children recall what led to Saruni's decision to buy a cart. Explain to children that as they write about a choice they made, it is important to tell what happened before that helped to make their choice.

Set-Up

ORGANIZATION

Have children assemble their Formative Assessment products: character sketches from Lesson 4, character trading cards from Lesson 9, and their opinion pieces from Lesson 12 on the endings of the Module A selections. Have children review the feelings and events on their sketches and trading cards to give them ideas for their own narratives. Have children read their opinion on endings to remind them how to write a satisfying ending.

MATERIALS

- Formative Assessment products from Lessons 4, 9, and 12
- texts: *My Rows and Piles of Coins* and *Lemonade in Winter*
- pencils
- paper for narrative writing

BEST PRACTICES

- Provide time for small groups to share opinions on what makes a good ending.
- Confer with children about the real-life situations that they will write about.
- Encourage children to ask questions before they begin to write.

Scaffolded Support

In order for all children to access the Assessment, additional supports can be provided as necessary.

Checklist: Display this checklist: *Did you . . . tell about a choice . . . write two or more events . . . use words like: first, then . . . write a good ending?*

Writing Tasks: Post a list of transition words that children can use in their narratives.

Editing Tasks: After children have written their narratives, post a list of pronouns that children might use to substitute for nouns: (I, he, she, it, they). Have them try to combine simple sentences with conjunctions to make compound sentences.

Graphic Organizers: Children can use two or three boxes of a story sequence chart to organize their thinking about the events in their narratives.

Story Sequence A

Title _____

Beginning

↓

Middle

↓

End

Performance-Based Assessment

Grade 1 • Unit 3 • Module A



Task

Choices

When did you have to make a choice?

Tell what happened.

Remember to:

- tell two or more things that happened in order.
- use details to explain the events.
- use words like *first*, *next*, *then*, and *in the end*.
- write a good ending.

Share your writing in a class book.

Narrative Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Life event is clearly conveyed and well supported; response is focused.	Sequence of two or more events unfolds naturally; clear sense of closure is evident.	Narrative contains detailed events of a life experience.	Narrative contains a wide variety of temporal words or phrases.	Narrative demonstrates command of the conventions of English grammar and usage.
3	Life event is clear, adequately supported; response is generally focused.	Sequence of two or more events unfolds adequately; sense of closure is evident.	Narrative contains adequate description of events.	Narrative contains temporal words or phrases.	Narrative contains a few errors but is completely understandable.
2	Life event is somewhat supported; lacks focus or includes unnecessary material.	Two events seem to occur separately; ending lacks clarity.	Narrative contains inadequate details of a life experience.	Narrative contains a temporal word or phrase.	Narrative contains some errors in usage and grammar.
1	Life event is confusing, unfocused, or insufficiently supported.	Sequence of events is nonexistent; ending seems lost.	Narrative does not include details of events.	Narrative does not contain temporal words or phrases.	Narrative is difficult to follow because of frequent errors.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Response is unintelligible, illegible, or off topic. 				

Presentation

Author Celebration: Children combine their narratives into a class book or presentation.

Children will have the option of sharing their narratives in a presentation, as well as including it in the class book.

- Have children illustrate their narratives. Tell them that their picture should show the result of the choice they made.
- Invite children to share the decisions they wrote about to compare their experiences with their classmates. They may find that their classmates had similar experiences.
- Collect the illustrated narratives in a class book with the title “Choices.” If children wrote about related topics, the book might be divided into chapters, such as “Choices at School” or “Choices about Pets.”
- Invite children who wish to read their narratives to take the author’s chair and share their work with the class.

Reflect and Respond

LOOKING AHEAD For children who received a low score (0, 1, or 2) based on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Assessment. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the school year.

If...children struggle with writing sequenced events,
then...have children dictate what happened when they made a decision. Write the events on paper and if events are told out of sequence, cut the written events into strips of paper and help children rearrange the events in order.

If...children struggle with adding details to events,
then...have them read their narratives to a partner who may have questions about what is missing. Children can rewrite the events to make them clear to their audience.

If...children need extra practice in using transition words,
then...have them write about an experience that happened that day at school using transition words from the posted list.

If...children need extra support in writing an ending with closure,
then...review the opinion pieces children wrote in Lesson 12 about good endings and apply them to children's narratives in a teacher-lead small group writing workshop.

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Administering the Assessment

The End-of-Unit Assessment consists of a short passage followed by selected-response Comprehension and Vocabulary questions and a Writing section. Children should complete the test independently unless there is a strong rationale for reading aloud to some children. Use your professional judgment to determine whether reading aloud is necessary.

Before the Assessment

OPTIONS FOR ADMINISTERING You may choose to administer this assessment in one session or in parts. The chart below offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of children.

SESSIONS	FIRST DAY	SECOND DAY	THIRD DAY
TWO SESSIONS Option 1	<ul style="list-style-type: none">• Comprehension• Vocabulary	<ul style="list-style-type: none">• Writing	
TWO SESSIONS Option 2	<ul style="list-style-type: none">• Comprehension	<ul style="list-style-type: none">• Vocabulary• Writing	
THREE SESSIONS	<ul style="list-style-type: none">• Comprehension	<ul style="list-style-type: none">• Vocabulary	<ul style="list-style-type: none">• Writing

DURATION The time required for each part of the assessment will vary depending on how long it takes to read the passage, answer the questions, and respond to the Writing prompt. Some variation may also depend on children’s previous experience with selected-response tests and writing in response to prompts.

PREPARING CHILDREN FOR THE ASSESSMENT Make sure every child has a pencil with an eraser. Tell children that they will be taking a test in which they will read a passage, answer questions, and complete a short writing activity. If you choose to divide the test into multiple sessions, present only the section(s) that children will complete at that time.

During the Assessment

BEGINNING THE ASSESSMENT Read aloud the directions for each section of the test to ensure that children understand what to do. Make sure they know that they must fill in the bubbles next to their answer choices and write their responses on the test pages. Although the test is intended to be completed independently, you may wish to read aloud the passages and/or questions, depending on the needs of children. Use your professional judgment to determine whether reading aloud is necessary.

ONCE THE ASSESSMENT HAS BEGUN Once the assessment begins, you may only answer questions related to the directions. You may not answer questions about unfamiliar words in the text or answer choices. You may, however, clarify the meanings of words in the directions. Remind children that good readers go back to the text to locate answers and find support for their responses.

Administering the Assessment

After the Assessment

SCORING

SCORING THE SELECTED-RESPONSE ITEMS The selected-response questions focus on Comprehension and Vocabulary. Correct answers for these items are provided at the end of this section.

SCORING THE WRITING PROMPT The Writing section requires children to respond to a prompt. Examples of appropriate responses and a 2-point rubric are provided at the end of this section. Use the rubric to evaluate children's responses. Although the criteria provided in the rubric describe the majority of children's responses, you should use your professional judgment when evaluating responses that vary slightly from the rubric's descriptions.


GENERATING FINAL SCORES AND/OR GRADES If you choose, this assessment may be used to provide a Reading grade and a Writing grade. You may total the points from the selected-response items to determine a Reading grade. Also, you may use the points from the Writing section to determine a Writing grade. If you wish to create a combined grade for the purpose of report cards, you may convert numerical scores to letter grades based on your own classroom policies.

USING THE ASSESSMENT RESULTS TO INFORM INSTRUCTION

EXAMINING THE RESULTS The test results for each child should be compared only with the scores of other children in the same class. In doing so, tests should be examined for general trends in order to inform your instruction for subsequent units.

INFORMING YOUR INSTRUCTION Depending on children's performance on the various sections of this assessment, you may wish to reteach in small groups or provide additional whole class instruction. If children struggle with the Comprehension questions, they may benefit from additional instruction in close reading and using the passage to locate information. If children struggle with the Vocabulary questions, they may benefit from additional instruction in phonics, decoding, word analysis, and using context clues to determine the meanings of unknown words. If children struggle with the Writing section, they may benefit from additional practice with writing in response to their reading.

Scoring Information

 **UNIT 3 • COMPREHENSION**

Comprehension Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. Where does the story take place?

☒ a forest

☐ a park

☐ a city

2. What happens first in the story?

☐ Big Bear hunts for tiny mice in the forest.


☒ Big Bear says that he will search for food.

☐ Big Bear gives sweet honey to Little Bear.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story using key details. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 3 • End-of-Unit Assessment **TR13**

 **UNIT 3 • COMPREHENSION** *Continued*

3. How does Big Bear feel when he does not catch mice?

☐ glad

☐ pleased

☒ sad

4. Why does Big Bear get wet feet?

☐ It is raining in the forest.


☒ He stands in the water.

☐ He spills water on them.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story using key details. Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 3 • End-of-Unit Assessment **TR14**

 **UNIT 3 • COMPREHENSION** *Continued*

5. What makes Big Bear decide to look for honey?

☒ He sees many bees, and bees make honey.

☐ He knows honey tastes good on berries.

☐ He likes honey better than any other food.

6. How does Big Bear feel at the end of the story?

☐ He is mad because Little Bear eats all the honey he found.


☒ He is happy because Little Bear is eating a good dinner.

☐ He is sad because Little Bear does not have any berries.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions about key details in a text. Literature 3. Describe characters, settings, and major events in a story using key details. Literature 7. Use illustrations and details in a story to describe its characters, setting, or events.

Unit 3 • End-of-Unit Assessment **TR15**

 **UNIT 3 • VOCABULARY**

Vocabulary Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. In the story, Big Bear says, "I will search for food." What is the meaning of the word "search"?

☐ work

☐ pay

☒ look

2. "Big Bear hunted for tiny mice." Which word from the story has almost the same meaning as "tiny"?

☐ big

☒ small


☐ many

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COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.

TR16 Unit 3 • End-of-Unit Assessment

 **UNIT 3 • VOCABULARY Continued**

3. "He did not trap any big fish." Which word has almost the same meaning as "trap"?

☐ eat

☐ want

☒ catch

4. Big Bear is pleased when he finds berries. What does the word "pleased" mean?

☐ surprised

☒ happy


☐ sleepy

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COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from an array of strategies.

Unit 3 • End-of-Unit Assessment TR17

 **UNIT 3 • VOCABULARY Continued**

5. Which word from the story tells how something tastes?

☐ plump

☐ small

☒ sweet

6. "Big Bear found some sweet honey. It was in a tall tree." What word or words from these sentences does "it" take the place of?

☐ Big Bear

☒ honey

☐ tree

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COMMON CORE LEARNING STANDARDS

Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Language 1.d.** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

TR18 Unit 3 • End-of-Unit Assessment

Scoring Information

Writing Answer Key

DIRECTIONS: Read the questions. Answer them in complete sentences to retell the story.

PROMPT: Big Bear needed to find dinner for Little Bear. What did Big Bear look for? What did Big Bear find? What did Little Bear do at the end of the story?

POSSIBLE RESPONSE: Big Bear looked for berries, mice, fish, and honey. He found berries and honey. Little Bear ate the honey.

RUBRIC FOR WRITING

2	Response accurately recounts the sequence of events based on details from the story.
1	Response accurately recounts at least one event based on details from the story.
0	Response does not recount sequenced events from the story.

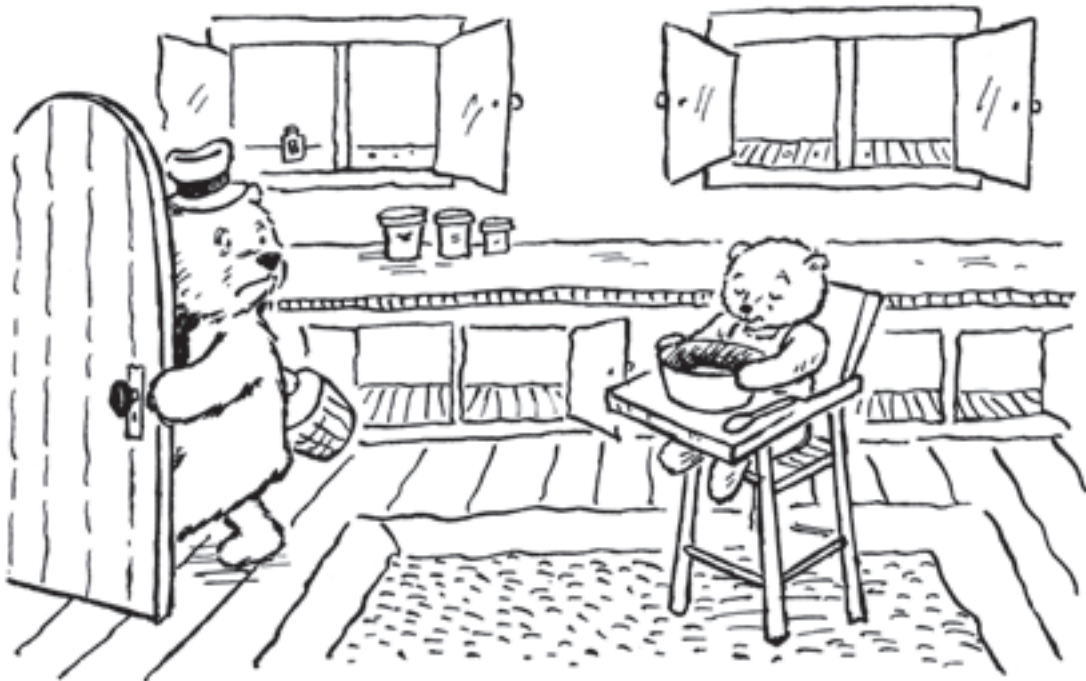


Name _____

Passage

Directions: Read the following story. Then answer the questions that follow.

Finding Dinner



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Little Bear and Big Bear needed dinner.
The bears did not have any food.

Big Bear said, “I will go out.
I will search for food.
The forest has many foods we can eat.
I think I would like berries for dinner.
Mice or fish would make a good dinner too.”



Big Bear walked around the big forest.
He wanted to pick plump berries.
He found some fat berries.
Big Bear was pleased.

He wanted Little Bear to have a choice of foods.
He looked for more kinds of foods.

Big Bear hunted for tiny mice.
He did not see any small mice.
Big Bear was sad.

Big Bear tried to catch large fish.
He did not trap any big fish.
He just got wet feet.
Big Bear was unhappy.



Then Big Bear saw a lot of bees.
They were buzzing around flowers.
Big Bear said, “Bees make honey.
Honey is good food.
I will look for honey.”

Big Bear found some sweet honey.
It was in a tall tree.
Big Bear filled his pail.
Big Bear was glad.
Now Little Bear could have berries or
honey for dinner.



Big Bear ran home.
He asked Little Bear, “Do you want berries or honey?”

Little Bear took the honey.
Little Bear ate it all!
“Thank you, Big Bear,” said Little Bear.
“The honey tastes sweet.”



Comprehension

Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. Where does the story take place?

- ☐ a forest
 - ☐ a park
 - ☐ a city
-

2. What happens first in the story?

- ☐ Big Bear hunts for tiny mice in the forest.
- ☐ Big Bear says that he will search for food.
- ☐ Big Bear gives sweet honey to Little Bear.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions about key details in a text. **Literature 3.** Describe characters, settings, and major events in a story, using key details. **Literature 7.** Use illustrations and details in a story to describe its characters, setting, or events.



3. How does Big Bear feel when he does not catch mice?

- ☐ glad
 - ☐ pleased
 - ☐ sad
-

4. Why does Big Bear get wet feet?

- ☐ It is raining in the forest.
- ☐ He stands in the water.
- ☐ He spills water on them.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions about key details in a text. **Literature 3.** Describe characters, settings, and major events in a story, using key details. **Literature 4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Literature 7.** Use illustrations and details in a story to describe its characters, setting, or events.



5. What makes Big Bear decide to look for honey?

- ☐ He sees many bees, and bees make honey.
 - ☐ He knows honey tastes good on berries.
 - ☐ He likes honey better than any other food.
-

6. How does Big Bear feel at the end of the story?

- ☐ He is mad because Little Bear eats all the honey he found.
- ☐ He is happy because Little Bear is eating a good dinner.
- ☐ He is sad because Little Bear does not have any berries.

COMMON CORE LEARNING STANDARDS

Literature 1. Ask and answer questions about key details in a text. **Literature 3.** Describe characters, settings, and major events in a story, using key details. **Literature 7.** Use illustrations and details in a story to describe its characters, setting, or events.



Vocabulary

Name _____

Directions: Read each question. Then fill in the bubble next to the best answer.

1. In the story, Big Bear says, “I will search for food.” What is the meaning of the word “search”?

☐ work

☐ pay

☐ look

2. “Big Bear hunted for tiny mice.” Which word from the story has almost the same meaning as “tiny”?

☐ big

☐ small

☐ many

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COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.



3. “He did not trap any big fish.” Which word has almost the same meaning as “trap”?

- ☐ eat
 - ☐ want
 - ☐ catch
-

4. Big Bear is pleased when he finds berries. What does the word “pleased” mean?

- ☐ surprised
- ☐ happy
- ☐ sleepy

COMMON CORE LEARNING STANDARDS

Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.



5. Which word from the story tells how something tastes?

- ☐ plump
 - ☐ small
 - ☐ sweet
-

6. “Big Bear found some sweet honey. It was in a tall tree.” What word or words from these sentences does “it” take the place of?

- ☐ Big Bear
- ☐ honey
- ☐ tree

COMMON CORE LEARNING STANDARDS

Literature 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **Language 1.d.** Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).



Name _____

Big Bear tried to find dinner for Little Bear. What did Big Bear look for? What did Big Bear find? What did Little Bear do at the end of the story?

[illegible]

Literature 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **Writing 3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **Writing 8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Think-Pair-Share/Paired Discussion

RATIONALE

TEAM TALK Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **THINKING**—Children have time to think about something they read.
- **PAIRING**—Children take turns expressing key ideas with a partner.
- **SHARING**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which reduces the problems presented by the quiet child or the over-eager child. Pairing children gives each child an opportunity to use text-related language to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share routine provides children with structured support as they engage in rich, rigorous text-reliant conversations. By asking children thought-provoking questions, children are involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- *What is the main topic? What parts of the text help you know the main topic?*
- *How does the character act when he faces a challenge? What words tell you that?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Think-Pair-Share/Paired Discussion routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *“On page 10, the text says _____. This tells me that _____.”*
- Describe how you use key vocabulary in your response. For example, *“On page 4, the author used the word screamed. That word helps me understand that the character was frightened.”*
- Teach children how to use language to respond to the views expressed by others. For example, *“I agree with you. I think that _____;” or “I don’t agree with you because I think that _____.”*

Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share/ Paired Discussion routine. Give them a minute or two to think; then let them know it’s time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they feel ready to participate.

GOING DEEPER

The following are additional activities to do with children once they are familiar with the routine.

- Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner’s ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections (*I agree with what you said about ...*) as well as make comparisons (*I understand your point about _____, but I think ...*)
- At the end of the partner conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *“I gave our discussion a ‘thumbs up’ because we each had different ideas. Your ideas helped me to think about the text in a new way.”*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RI.1.1; CCLS.ELA.SL.1.1

THE ROUTINE

- 1 Introduce Think-Pair-Share/Paired Discussion to children.
In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to tell their ideas to the class.
- 2 Pair children in random pairs, classmates sitting nearby, or in ability-focused pairs.
- 3 For successful conversation between partners, have children sit in close proximity to one another and away from other partners, so as to not get involved in other conversations. You might say, *"Sit knee-to-knee with your partner."* Remind children to engage in eye contact with each other to help each other know that their partner is listening closely.
- 4 Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5 Invite pairs to take turns responding to the question. Remind children to respond to their partners by saying, *"I agree with you. I thought something similar when _____. I don't agree with you because I remember reading _____. I think the author is trying to tell readers _____ because he/she says _____."*
- 6 After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *"Now's a good time to make sure each partner has shared an idea."*
- 7 Monitor children's conversations by listening in briefly to each pair's conversation. Offer prompts to focus their attention or encourage them to look at the text to find evidence to support their answers. For example, *"Explain your thoughts more. What part of the text helped you to draw that conclusion?;"* or *"Find the words the author used to describe the character."*
- 8 When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly the one key point that they would like to share with their classmates. You may ask them to write this key point down. Then have volunteers present their pair's ideas to the class. Keep track of the children who act as spokespeople, so as to encourage different children to act as spokesperson with each pairing activity.

Whole Class Discussion

RATIONALE

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, children are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some engaging questioning examples:

- *What questions do you still have about the text? What prompted you to ask that question?*
- *What might you tell a friend about the text? Name the most interesting part to share.*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Whole Class Discussion routine:

- Set a time limit for the class discussion and for individuals who add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *"We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?"* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as: listen carefully to others, do not interrupt others, and be positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *"In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more than that!"*
- Teach children how to use language to respond to the views expressed by other children. For example, *"I agree with you. I think that ____,"* or *"I don't agree with you. I think that ____ because the text says ____."*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to short five-minute discussions.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *"That's an interesting point. What made you think that?"*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *"I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better. I have never gone to a different country."*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RI.1.1; CCLS.ELA.SL.1.4

THE ROUTINE

- 1** Introduce the Whole Class Discussion to children.
We are going to talk about this book together. Let's focus on _____. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you add new ideas.
- 2** State the focus of the discussion and any time parameters you have set, such as *"We're going to talk about this for the next 10 minutes."*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children think time before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they jump in to talk.
- 4** As children add to the class discussion, act as moderator rather than leader.
 - Ask for more information after a response. This helps children develop their contributions fully. For example, *"Tell me more about what you are thinking."*
 - Ask children to point out text evidence that substantiates their response. For example, *"What words in the text help you know that?"* This helps children internalize the text and understand that it is important to back up what they say.
 - If children provide an opinion, ask other children to share their opinion in response. For example, *"What do you think about Stefan's opinion?"* Encourage children to support their opinions with valid reasons.
- 5** As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *"If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text."*
- 6** Summarize one or two of the most important points discussed. Wrapping up the conversation for children in this way will help cement their new or revised understandings about the text.

Small Group Discussion

RATIONALE

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion routine is effectively used after reading a text in a Whole Group setting. Small Group Discussions help children clarify or clear up understandings of the text. These discussions allow children to unpack text specifics, look at genre, text structure, and how a writer writes. Example questions to engage children in text-based discussions include:

- *What words describe what the character is like?*
- *What part of the text tells you about the steps for growing a bean plant?*

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Small Group Discussion routine:

- State a clear focus for the Small Group Discussion. For example, *“Find the events that happened first, next, and last in the story.”*
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, *“This part of the text tells about what happened after the fire.”*
- Teach children how to use language to respond to others’ views. For example, *“I agree with you. I think that ____.”* or *“I don’t agree with you because I think that ____.”*

Engage children in Small Group Discussions often. Discussions may revolve around subject matters, classroom management, or literature. Provide feedback as children participate.

GOING DEEPER

These additional activities may be done with children once they are familiar with the routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask in the group discussions. For example, *“What made you think that?”* *“What more can you tell us about that event?”*
- At the end of the Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.

COMMON CORE CONNECTIONS
CCLS.ELA.SL.1.4

THE ROUTINE

- 1 Introduce the Small Group Discussion to children.
You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.
- 2 Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping. Decide what works best for the task and your children.
- 3 For successful Small Group Discussions, have children sit in a circle so that all members of the group can both see and hear each other. Remind children to engage in eye contact with each of the members of the group as they take turns talking.
- 4 Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
 - **Group Organizer:** introduces the task and keeps the group on target
 - **Clarifier:** restates what a group member has said to clarify and confirm
 - **Elaborator:** follows up with questions after a group member shares a response
 - **Reporter:** reports about the overall group discussion.
- 5 Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to return to find supporting text evidence. Tasks may include thinking about a text through a graphic organizer. Suggestions are found in the teaching lessons.
- 6 State any parameters you have set, such as *“Talk in your groups for the next 10 minutes.”*
- 7 As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *“I agree with you. I thought something similar when _____. I don’t agree with you because I remember reading _____.”*
- 8 Stop by each group briefly to monitor children’s conversations. If children aren’t engaged in rich discussion, offer prompts to encourage deeper conversations. For example: *“Show me the part of the text that supports your opinion;” “Tell me about the character. What words does the author use to describe the character?”*
- 9 As the end of the allotted time nears, remind children of the task. You might say, *“In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.”* Encourage the Reporter to rehearse what he will say.

Read Aloud

RATIONALE

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes much easier thanks to the support of the proficient reader. Children are freed to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual students who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan your places for interjections carefully so as to not disrupt the flow of the overall reading. Consider these points when planning for a Read Aloud:

- What is my focus for this Read Aloud, for example, enjoyment, subject content, character development, text structure?
- What points in the text provide for the most natural stopping points to briefly discuss?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Read Aloud routine:

- State a clear focus for the Read Aloud. For example, *“As I read, listen for the main characters that we are introduced to.”*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- Model how to refer back to the text as you stop for brief conversations during the Read Aloud. For example, *“That diagram helped me better understand the information in the text about ____.”*
- Describe how key vocabulary deepens your understanding of the text. For example, *“I knew Tony was really happy because the author used the phrase delighted beyond words.”*
- As children respond to the text, model how to use language to respond politely to others’ views. For example, *“I agree with you. I think that ____.”* or *“I don’t agree with you because I think that ____.”*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading aloud a poem to begin or end the school day or as long as 15 minutes to engage in a rich piece of literature.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections from the text to themselves, other texts, or the world in general. For example, *“In what ways does the main character remind you of someone you know?”*
- At the end of the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.10; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.10

THE ROUTINE

- 1** Introduce the Read Aloud routine to children.
I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *"This text is broken into different parts. Each part will tell us about a fruit or vegetable."* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"What do we know about the main character now?"* You may also model aloud your own thinking. For example, *"I learned something new. I did not know that grasshoppers had five eyes."*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *"In what part of the book did we learn about pumpkin plants?"* or *"How did Alex react when his grandma surprised him?"* Ask questions to confirm understanding and model how to clarify understanding. For example, *"I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction."*

Shared Reading/Read Together

RATIONALE

The Shared Reading/Read Together routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading/Read Together opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading/Read Together routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility. As you plan for a Shared Reading/Read Together opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Shared Reading/Read Together routine:

- State a clear focus for the Shared Reading/Read Together opportunity. For example, *"As we read together, look for words that tell about the how the main character feels."*
- Remind children that you are reading the text together, therefore, they are to be active readers right along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *"Wait a minute! The author went back in time here. I have to think carefully about the order in which the story events happen."*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading/Read Together opportunities during all subject matter lessons. Shared Reading/Read Together opportunities give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading/Read Together opportunities are rich and supportive, building children's oral vocabularies as well.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As you return to familiar text, invite children to role-play characters in a fictional text. In an informational text, have volunteers read aloud captions for photos. Always encourage children to read along with you as they feel comfortable.
- After reading, have pairs discuss their a-ha moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.10; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.10

THE ROUTINE

- 1 Introduce the Shared Reading/Read Together routine. For example:
We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.
- 2 You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3 During the Shared Reading/Read Together, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works, for example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4 Stop briefly to monitor children's understandings of the text. Engage children in brief conversations, such as *"Name something new you learned,"* or *"Where does this story take place?"* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5 After completing the Shared Reading/Read Together, discuss the text's overall meaning followed by open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.

Independent Reading

RATIONALE

Independent Reading is reading children do on their own. Most often Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. As beginning readers, Independent Reading provides practice in word recognition, word decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children practice these things with text that they can access with great accuracy.

Having an Independent Reading routine in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children see models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The text children read during Independent Reading is often chosen by the child. The teacher's role is to guide children in choosing appropriate texts, both literary and informational, and to assess that children are understanding what they read on their own.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Independent Reading routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *"As you read your informational texts, pay attention to the text features. Think about which ones are most helpful to understanding the text."*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *"What word(s) have you come across that you didn't know? What did you do? I would read on and see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?"*
- As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

GOING DEEPER

The following are additional activities that you may choose to do with children once they are familiar with the routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- Have children work with partners to describe what they have read and why others should read that book.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.2; CCLS.ELA.RL.1.3; CCLS.ELA.RL.1.10;
CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.2; CCLS.ELA.RI.1.3; CCLS.ELA.RI.1.10

THE ROUTINE

- 1 Introduce the Independent Reading routine to children. For example:
Now you get to read a book of your choosing. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.
- 2 Have children find a comfortable place to dive into their Independent Reading. Just as we like to read for pleasure in a comfortable place; children want that, too.
- 3 Provide children with a focus for the day’s Independent Reading. For example, you might ask all children to read a narrative and focus on details that describe the story’s setting.
- 4 Check in with individuals as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice everything they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5 As you check in with individuals about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include *“What is the main idea of the text?”* or *“How did you figure out the meaning of this word?”*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Ask all children to reflect on their reading, having them draw a picture of the main topic or write a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.

Text Club

RATIONALE

A Text Club provides a format in which 4–6 children are part of a temporary reading community with their peers. A Text Club allows children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs, consider:

- the reading abilities of children. For children who are still unable to read independently, choose texts that they can listen to on audio recordings while they follow along or invite volunteers or older students to read the Text Club books to children before their Text Club meeting.
- modeling thoughtful responses about texts through read aloud and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards to define each role's responsibilities.
- Preview titles by providing text summaries or reading a few pages aloud.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text and practice roles. For instance, the Text Club might talk about the most important character or the text structure.
- Assess children's work during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performance through checklists and conferences with you.

GOING DEEPER

You may choose to do these activities once children are familiar with the routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as *I shared _____; I learned _____; I like/ dislike the book because _____.*

COMMON CORE CONNECTIONS

CLS.ELA.RL.1.1; CCLS.ELA.RL.1.2; CCLS.ELA.RL.1.3; CCLS.ELA.RL.1.4; CCLS.ELA.RL.1.5; CCLS.ELA.RL.1.6;
 CCLS.ELA.RL.1.7; CCLS.ELA.RL.1.9; CCLS.ELA.RL.1.10; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.2; CCLS.ELA.RI.1.3;
 CCLS.ELA.RI.1.4; CCLS.ELA.RI.1.5; CCLS.ELA.RI.1.6; CCLS.ELA.RI.1.7; CCLS.ELA.RI.1.8; CCLS.ELA.RI.1.9; CCLS.ELA.RI.1.10

THE ROUTINE

- 1 Introduce children to the idea of a Text Club.
In your Text Club, everyone will read the text on their own. Then Text Club members will share their thoughts with each other. For example, you may talk about how a character made you feel or about an interesting fact. Each of you will have a job to help your Text Club get the most out of your discussion together.
- 2 Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
 - Discussion Leader:** leads the group discussion and keeps everyone on task
 - Word Wizard:** finds new, interesting, or challenging vocabulary words
 - Connector:** looks for connections between the text and the real world
 - Summarizer:** shares a short summary of the book being discussed
 - Art Director:** creates a drawing or diagram connected to the reading
- 3 Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have their own copy of the text.
- 4 Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time, for example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5 Children meet and discuss the text. They may only meet one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *“What was the most interesting fact you learned?”* or *“Which character reminded you of someone you know?”*
- 6 After Text Club discussions, have children share the texts with the class.
- 7 Debrief with each Text Club to assess individual’s comprehension and group interactions. Ask children to rate their discussion with a “thumbs up” or “thumbs down” and explain their reasons.

Text-Based Vocabulary Routine: Informational

RATIONALE

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. Because the number of words in English is enormous, and all words cannot be taught, it is imperative to both explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter them in texts. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context to understand the meaning of key words and phrases.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms. They are less able to use their own background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.

When planning Text-Based Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to better understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences using the word.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex content-area texts.

GOING DEEPER

You may choose to do these additional activities once children are familiar with the routine.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words like *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to them, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.4; CCLS.ELA.RI.1.4; CCLS.ELA.L.1.4; CCLS.ELA.L.1.5; CCLS.ELA.L.1.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times, we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2 Write or display the sentence or passage containing the word. Say the word aloud and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, “*Leaves sprout on the trees*” is found in the text. You might share this sentence: “*Young plants sprout from the ground.*”
- 3 If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text reads, “*Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.*” The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4 If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look it up in a dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5 Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts. Samples of semantic maps can be found online by searching “semantic maps for vocabulary words.”
- 6 Encourage children to use the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children’s understanding.

Text-Based Vocabulary Routine: Literary

RATIONALE

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary as they come upon them in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words.

In narratives, vocabulary may center around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and are unlikely to appear frequently in other texts. For example, in Eric Carle's *A House for Hermit Crab*, Carle says, "*He had felt safe and snug in his shell. But now it was too snug.*" The word *snug* is likely not a word children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Text-Based Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in becoming familiar with the Text-Based Vocabulary routine:

- Pronounce the word and have children repeat it. Read aloud to them the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. Rephrase the meaning in language that children can understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Text-Based Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to comprehend complex texts.

GOING DEEPER

You may choose to do these additional activities with children once they are familiar with the routine.

- Create word webs and post them around the room for children to reference when they write. Add synonyms or morphological family members of the word. For example, *snug*, *comfortable*, *comfort*, *tight*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Text-Based Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.4; CCLS.ELA.RI.1.4; CCLS.ELA.L.1.4; CCLS.ELA.L.1.5; CCLS.ELA.L.1.6

THE ROUTINE

- 1 Introduce the Text-Based Vocabulary routine to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a dictionary to define it. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3 Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example: *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight." The use of snug in the first sentence fits the first definition: He had felt safe and snug in his shell. The use of snug in the second sentence fits the second definition. Now the word snug means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.*
- 4 Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5 Help children list synonyms for the word. Then compare and contrast the word with those synonyms. How is *tight* different from *snug*? How is *comfortable* different from *snug*?
- 6 Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.

Reading Wrap-Up

RATIONALE

Reading Wrap-Up is a 5–10 minute concluding activity held at the end of a reading lesson. Children come together as a community of readers and summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in today's lesson. Children share their own insights about the text and are encouraged to add on to what their classmates said before them. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain what they have learned in their own words.

As you plan for Reading Wrap-Ups, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions you prompt children with. Provide opportunities for children to share their opinions and ideas or to ask questions.

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the wrap-up. For example, *"Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index."*
- Teach children how to use language to respond to others' views. For example, *"That was the part I thought was most interesting, too. Why did you find it so interesting?"* or *"I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?"*

GOING DEEPER

These additional activities may be done with children once they are familiar with the Reading Wrap-Up routine.

- Before having children share their observations in a wrap-up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus their thinking and remember what they want to say before speaking in front of the group.
- Have each child write down one big idea from the lesson's reading. Have each child share his or her big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *"Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?"*

COMMON CORE CONNECTIONS

CCLS.ELA.RL.1.1; CCLS.ELA.RL.1.2; CCLS.ELA.RI.1.1; CCLS.ELA.RI.1.2

THE ROUTINE

- 1 Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the text read during the lesson.
Today we read an informational text. An informational text tells about things that are real and true. This text told about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.
- 3 Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *“What is one thing you remember from what we read today?”* *“Which part of the text did you like best? Why did you like it?”* or *“Who else do you know is like this character? How are they alike?”*
- 4 Encourage children to ask questions about the text or skills taught. If time allows, review, re-teach, or make notes to follow up in future lessons.
- 5 You may discuss any reading homework or talk about upcoming texts to be read. For example, *“Tomorrow we’ll be finishing our story maps and drawing pictures of our favorite part of the text.”*

Writing Wrap-Up

RATIONALE

Writing Wrap-Up is a 5–10 minute concluding activity held at the end of each writing lesson. Children are given time to discuss their writing with their peers as a community of writers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Ups, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the student sharing?

IMPLEMENTING FOR SUCCESS

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up.

- Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for wrap-up. For example: *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback to their classmates' writing, model for them constructive ways to respond. For example, *"I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus."*

GOING DEEPER

These additional activities may be done with children once they are familiar with the Writing Wrap-Up routine.

- Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up and then send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about what the topic is.*

COMMON CORE CONNECTIONS

CCLS.ELA.SL.1.1; CCLS.ELA.W.1.5

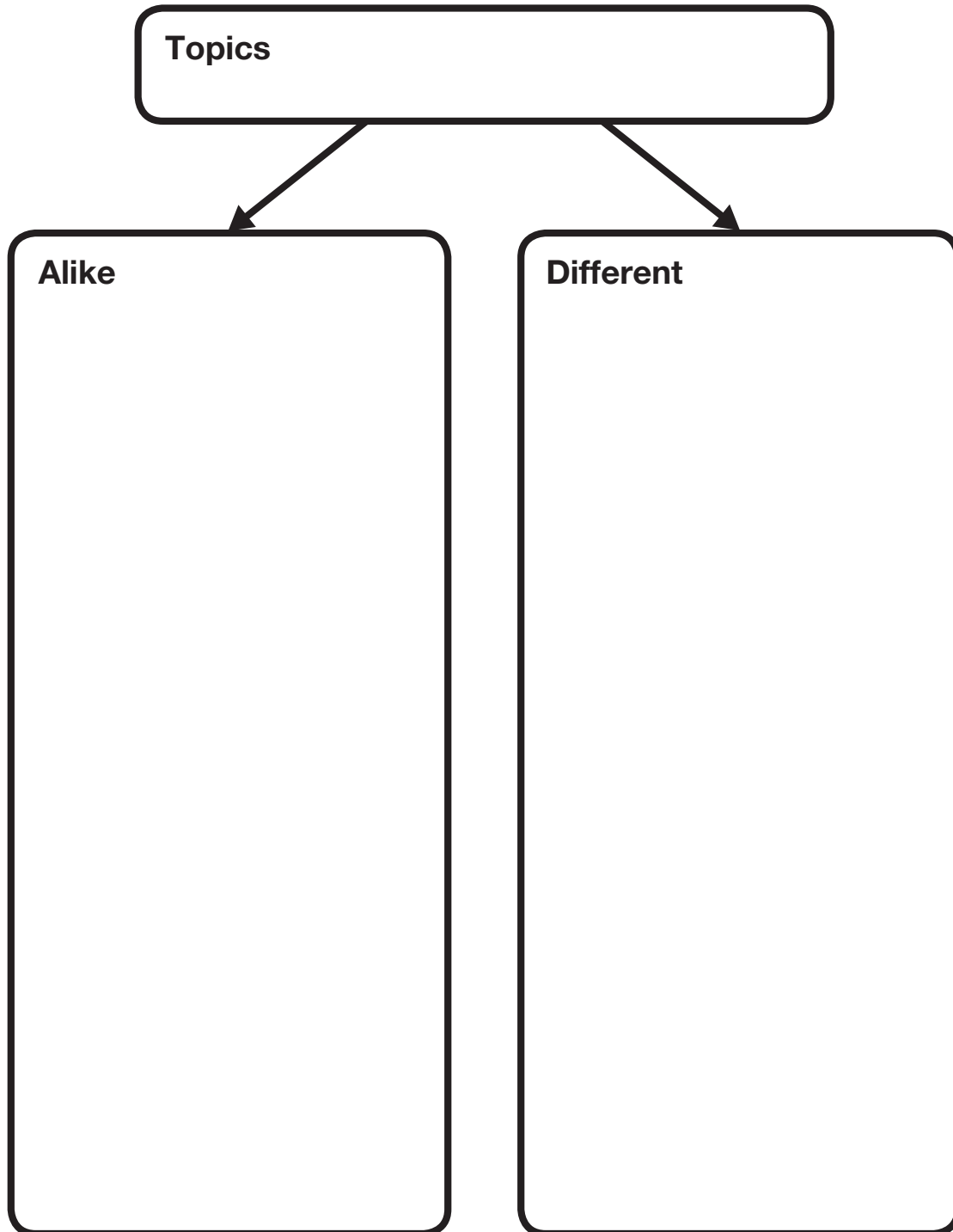
THE ROUTINE

- 1 Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2 Quickly review the lesson objectives and the writing task.
Today we talked about choosing a topic for writing. You drew three ideas for things you might write about.
- 3 Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *“What part of your classmate’s writing was most interesting to you? Why?”*
- 4 Discuss any questions children have about the writing skills they have learned. If time allows to review or re-teach, do so, or make notes to review in future lessons.
- 5 Preview for children how today’s lesson will carry over to the next writing lesson. For example, *“Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.”*

Cause and Effect

Causes	Effects
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>

Compare and Contrast

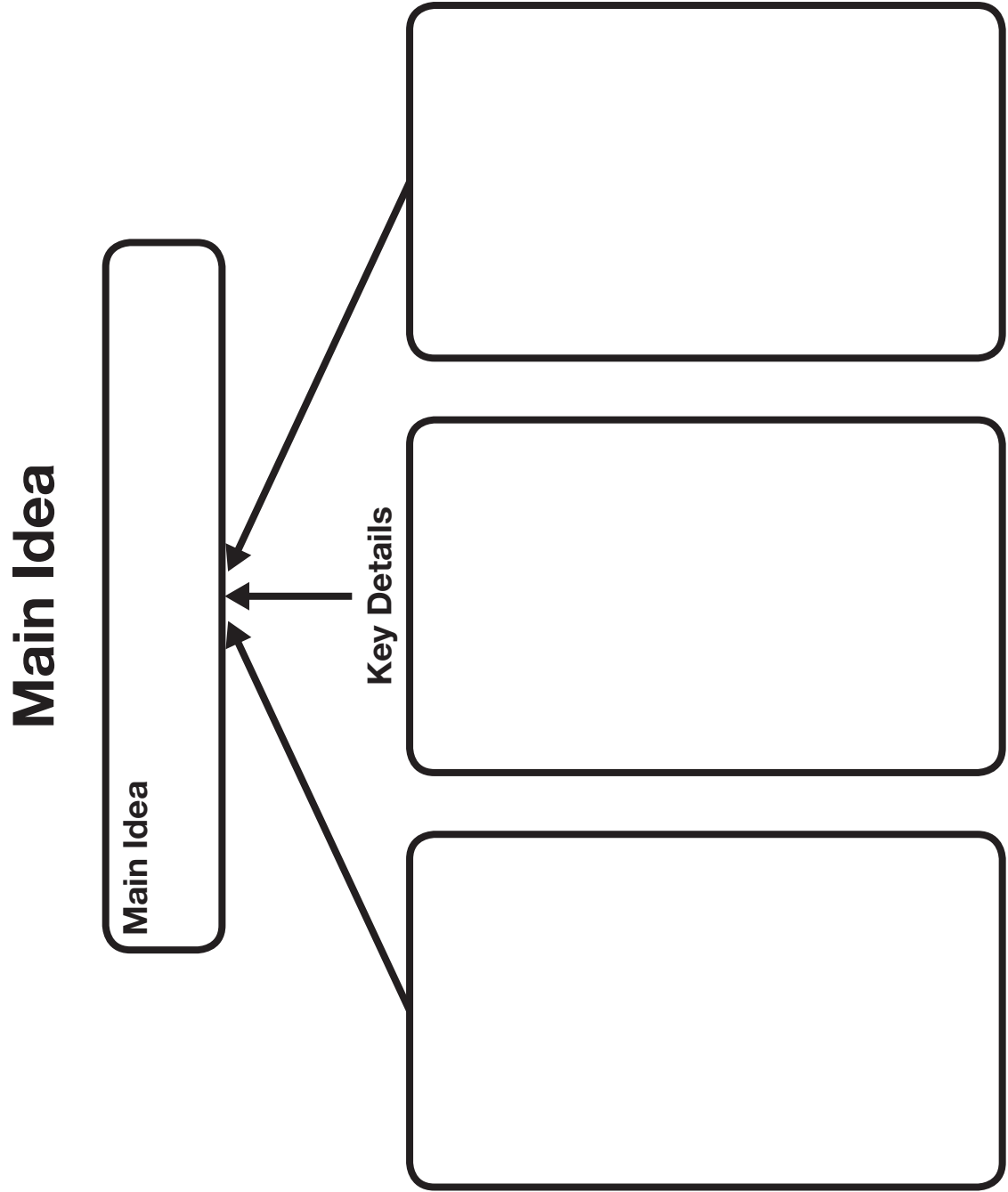


Four-Column Chart

K-W-L Chart

Topic _____

What We K now	What We W ant to Know	What We L earned



Story Sequence A

Title _____

Beginning



Middle



End



Story Sequence B

Title	
Characters	Setting

↓

Events 1. First	
--------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

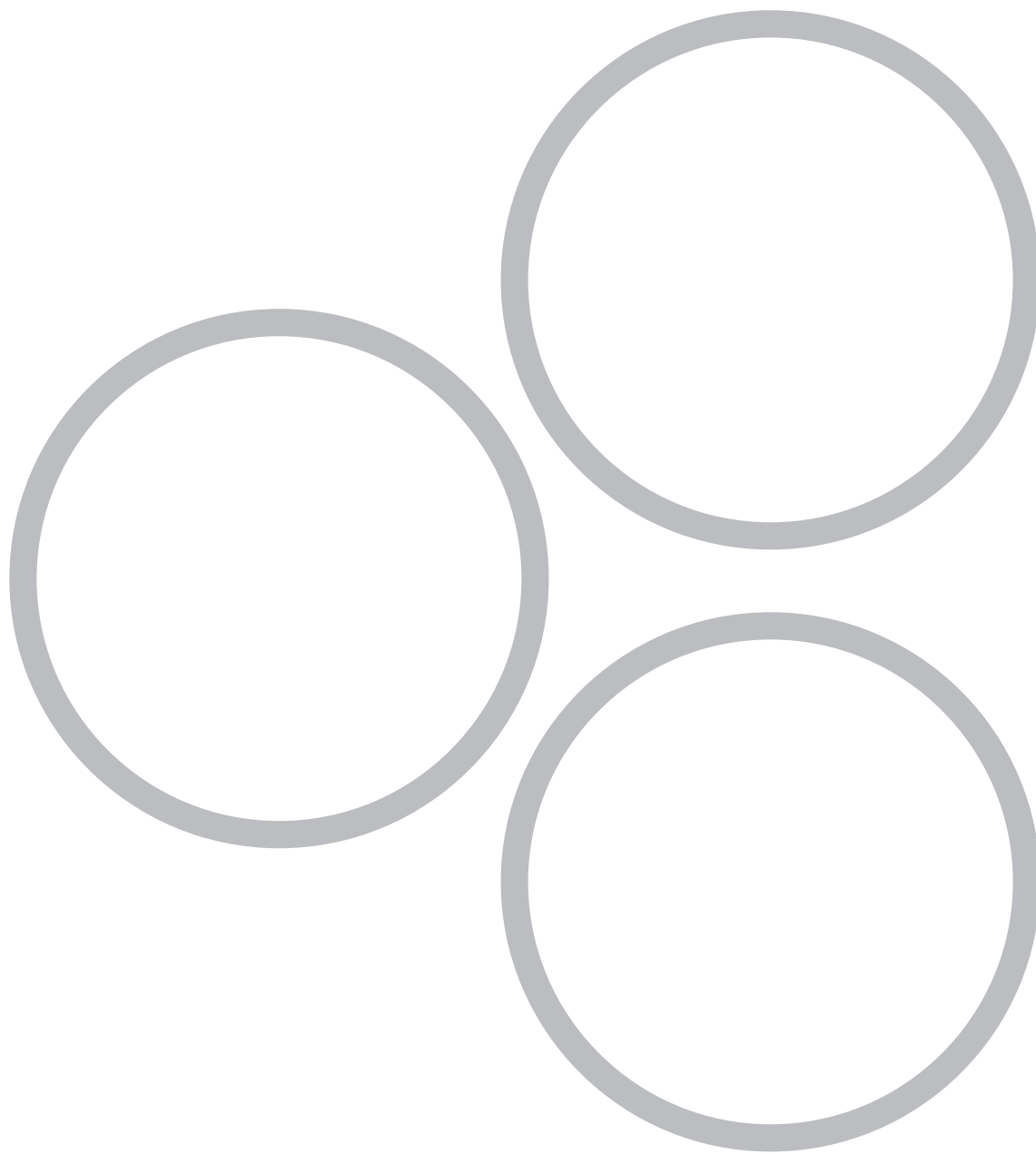
4. Last	
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T-Chart

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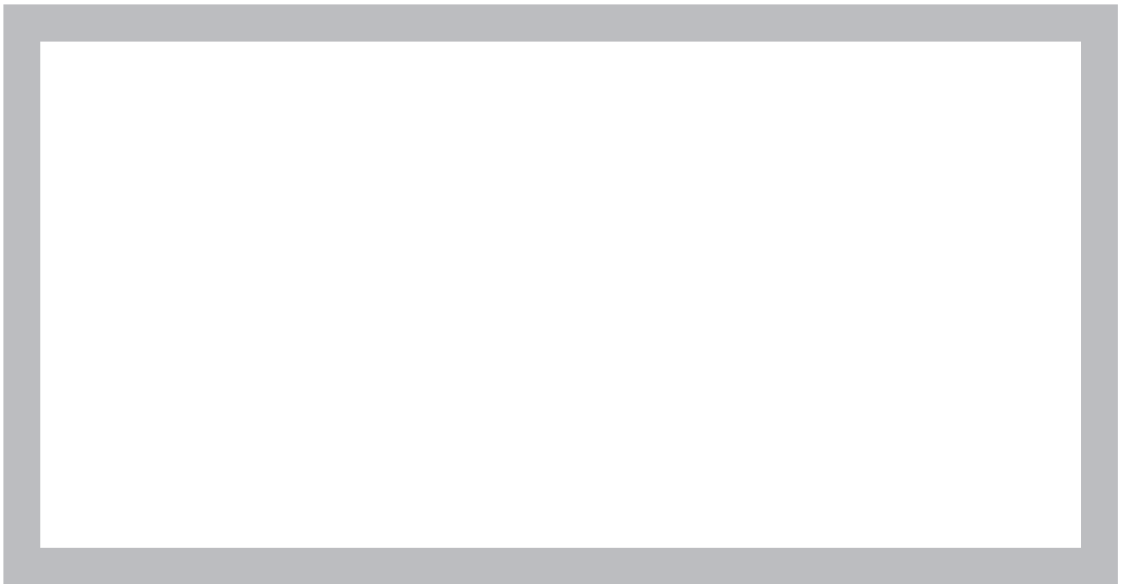
Three-Column Chart

Three Sorting Circles

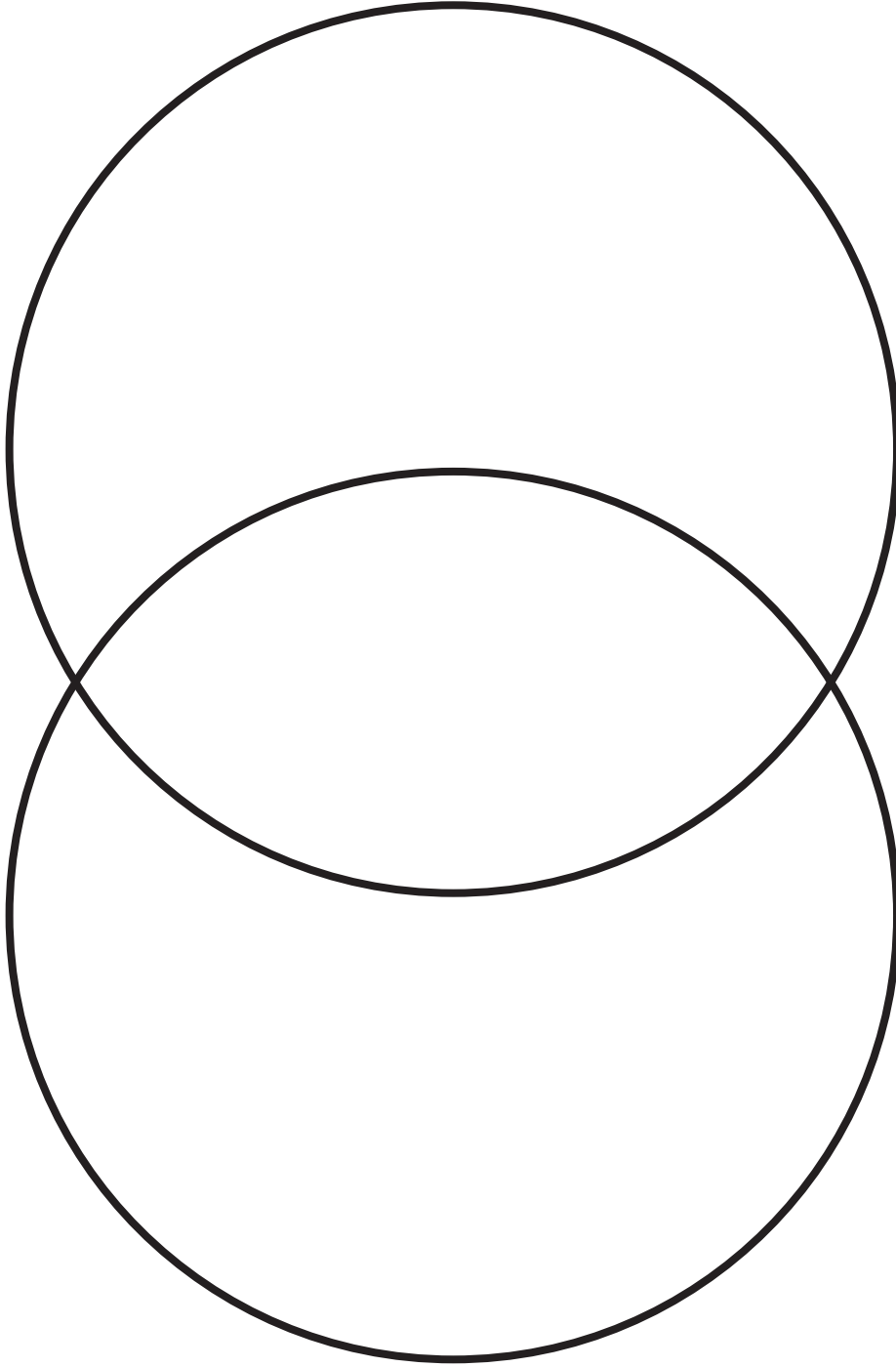


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Two Sorting Boxes

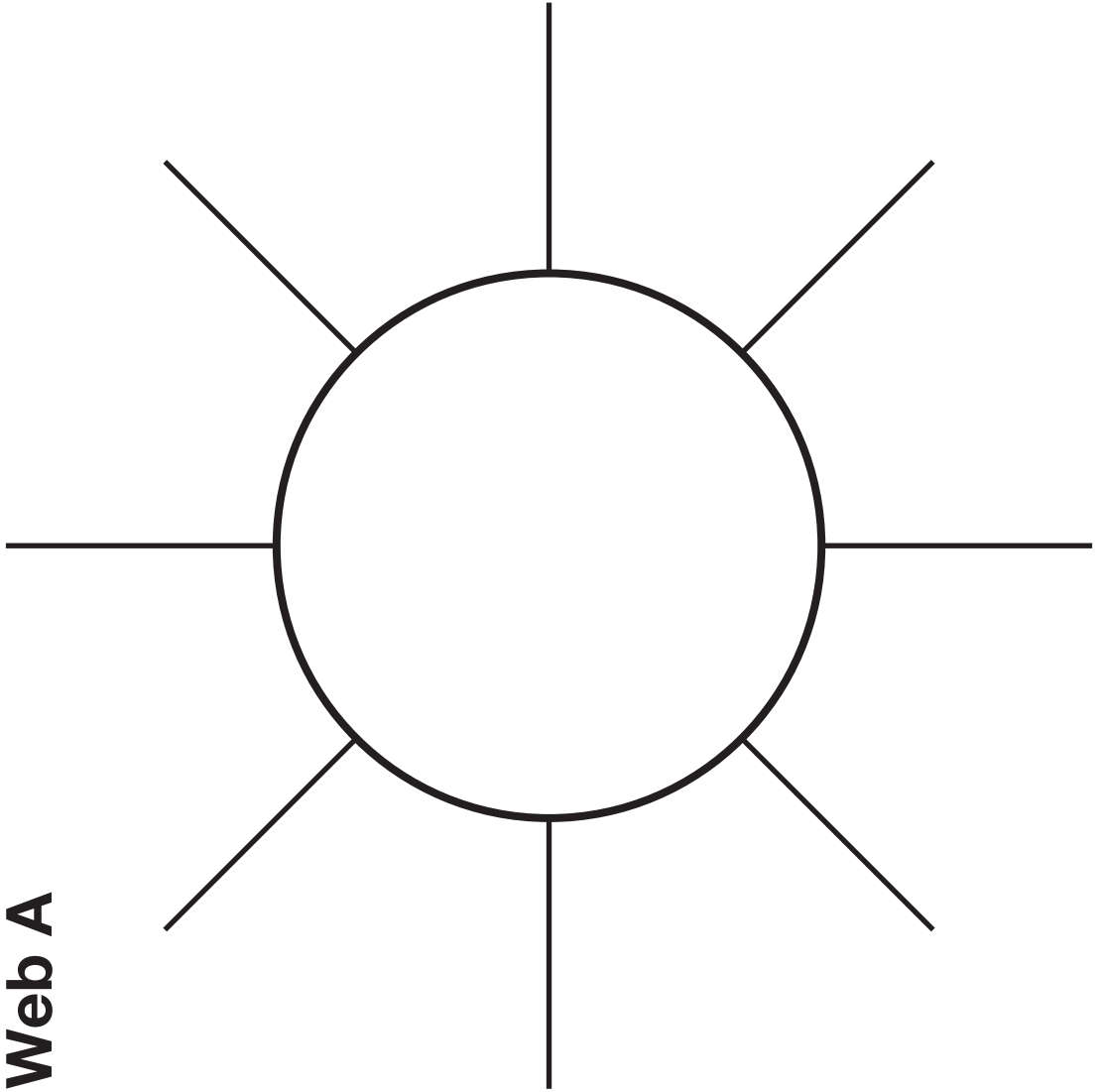


Venn Diagram

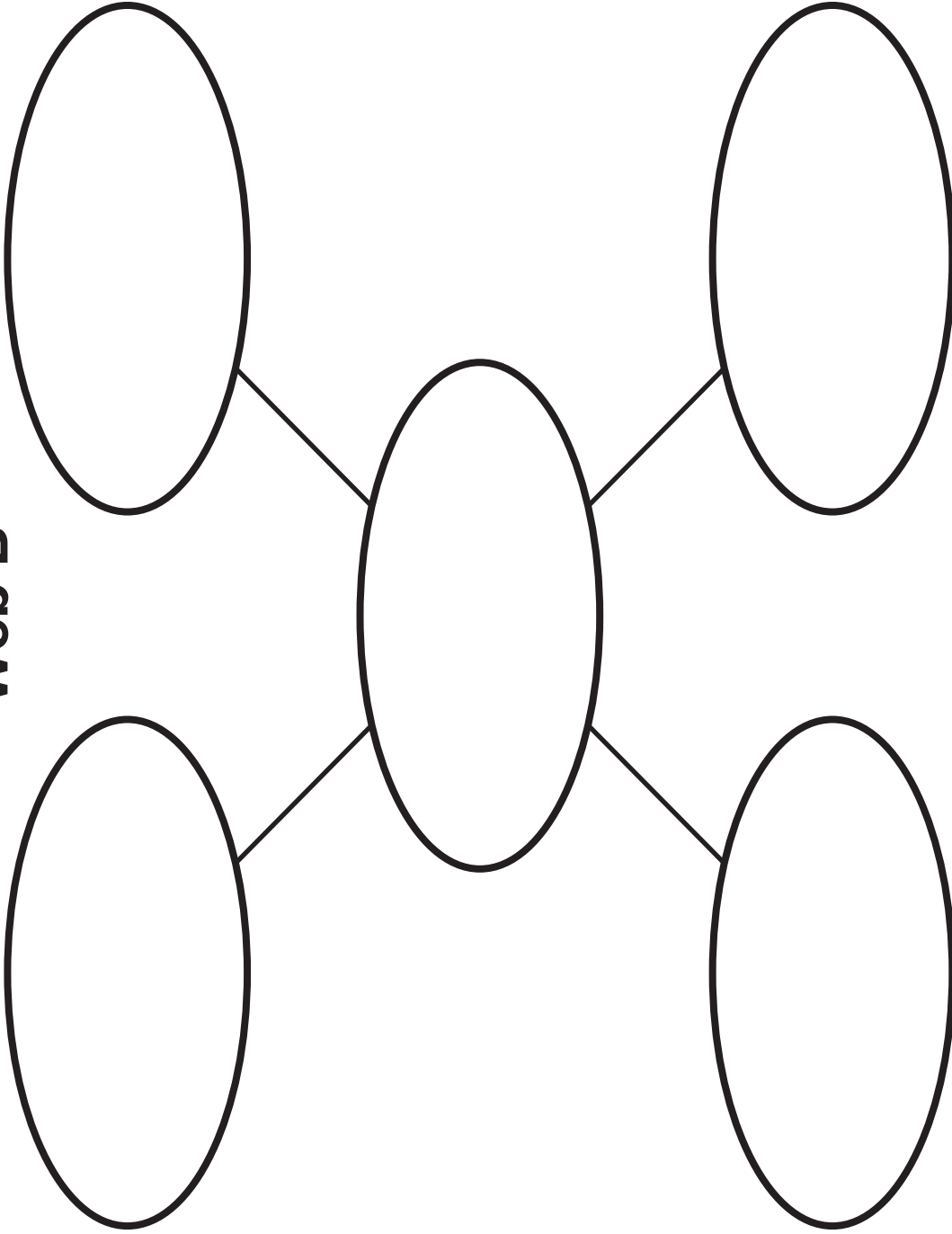


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Web A



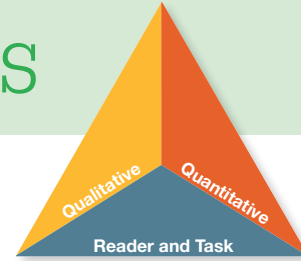
Web B



Word Rating Chart

Word	Know	Have Seen	Don't Know

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***My Rows and Piles of Coins***.

QUANTITATIVE MEASURES

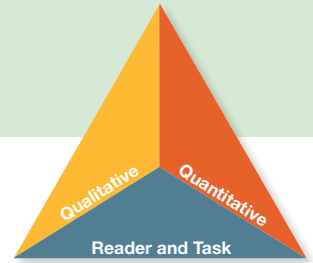
LEXILE	AD700L
AVERAGE SENTENCE LENGTH	10.57
WORD FREQUENCY	3.49
PAGE COUNT	32

QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept about saving to buy a bicycle; somewhat more complex levels of meaning about the discipline of saving and of working together to benefit a family economy
STRUCTURE	conventional story structure; sequential, time-order events
LANGUAGE CONVENTIONALITY AND CLARITY	unfamiliar terms and Tanzanian expressions defined in glossary; occasional advanced vocabulary (e.g., <i>gaped</i> , <i>plunged</i> , <i>gruff</i> , <i>embarrassed</i>)
THEME AND KNOWLEDGE DEMANDS	background knowledge about Africa and its agrarian economy helpful; somewhat complex theme about working toward a goal and to benefit the greater good

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss how families in African nations work together to grow and sell food. Build background about agrarian economies.	Help children understand how much U.S. money 30 shillings and 50 cents is—the cost of the bicycle in the story. Help children see how a “bundle of coins” may not amount to enough money to purchase a bicycle.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Lemonade in Winter***.

QUANTITATIVE MEASURES

LEXILE	AD410L
AVERAGE SENTENCE LENGTH	8.15
WORD FREQUENCY	3.36
PAGE COUNT	36

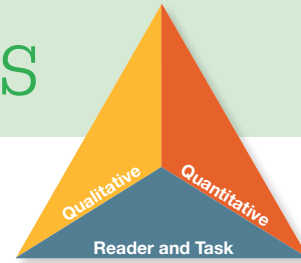
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible literal meaning about setting up a lemonade stand; more complex theme about persevering in the face of obstacles; additional purpose to teach applied math and cost/profit ratios
STRUCTURE	conventional narrative structure with informational chart to explain money concepts
LANGUAGE CONVENTIONALITY AND CLARITY	generally accessible language with frequent references to money
THEME AND KNOWLEDGE DEMANDS	some basic knowledge about how profits are made; applied math; knowledge about coins, dollars, and their purchasing power

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Invite children to share what they know about how they have earned money and about how businesses make money.	Work with children to learn about coins and their values. Have children create paper “money” and set up a classroom store to sell a product, make change, and assess profit.

Text Complexity Rubrics



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Goods and Services**.

QUANTITATIVE MEASURES

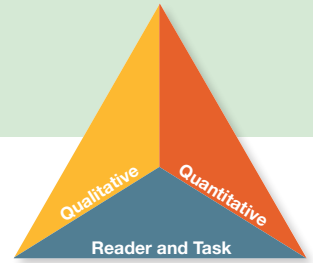
LEXILE	560L
AVERAGE SENTENCE LENGTH	8.76
WORD FREQUENCY	3.34
WORD COUNT	438

QUALITATIVE MEASURES

LEVELS OF MEANING	literal meaning about how producers and consumers interact to provide goods and services that create an economy
STRUCTURE	descriptive informational text with considerate text features (heads) that call attention to main ideas
LANGUAGE CONVENTIONALITY AND CLARITY	content-specific vocabulary defined in text
THEME AND KNOWLEDGE DEMANDS	a basic understanding of how people and money are integral parts of an economy

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Invite children to share experiences about money they have earned and money they have spent.	Review with children how money allows people to acquire goods and services and how people use money as producers and consumers. Have children play act a story in which they show understanding of these terms.



Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of **Supermarket**.

QUANTITATIVE MEASURES

LEXILE	AD630L
AVERAGE SENTENCE LENGTH	12.07
WORD FREQUENCY	3.20
WORD COUNT	1376

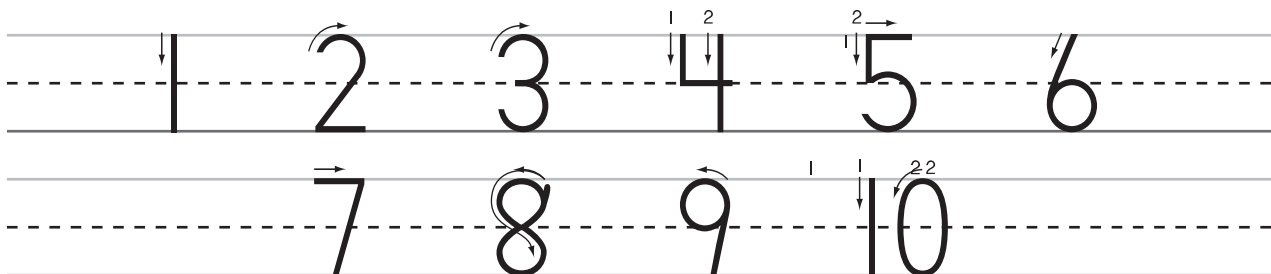
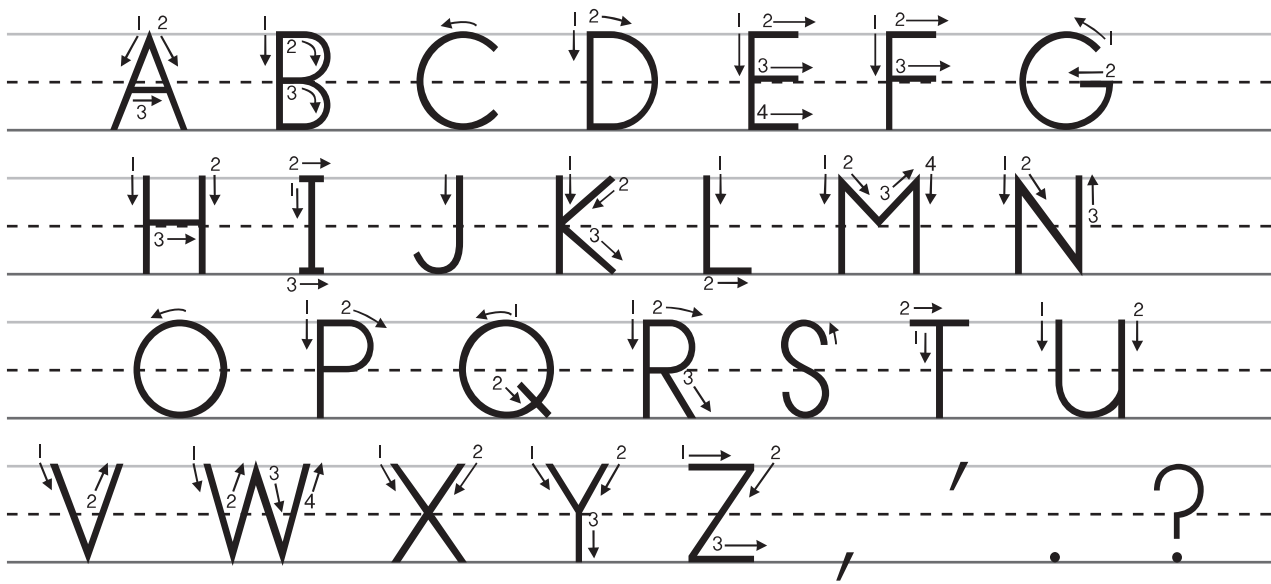
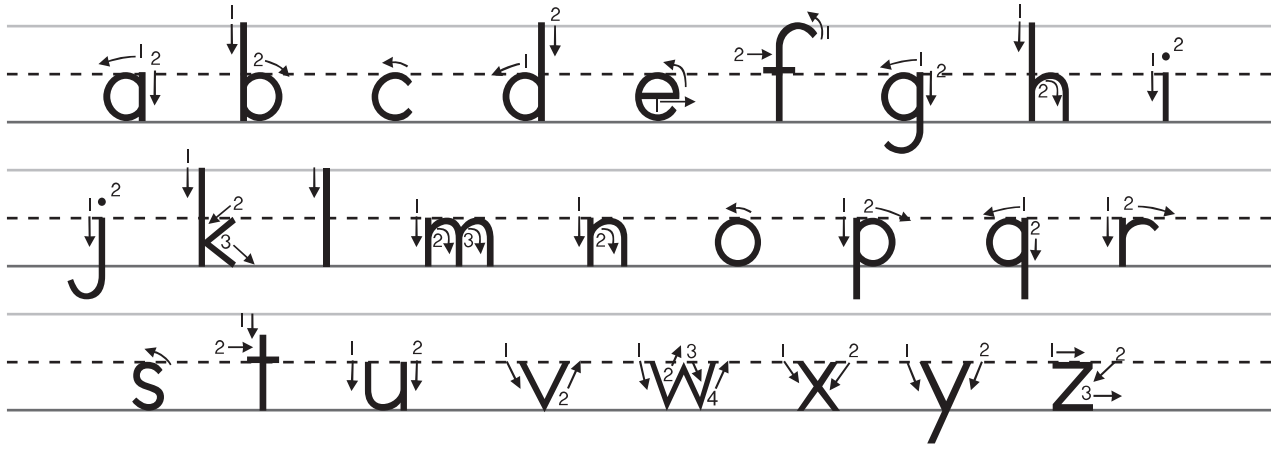
QUALITATIVE MEASURES

LEVELS OF MEANING	accessible though somewhat complex concepts about how vast amounts of items get to supermarkets and are maintained and restocked; more complex meaning about how shoppers' purchases show who they are
STRUCTURE	informational text supported to a great extent by art and creative text features
LANGUAGE CONVENTIONALITY AND CLARITY	content-specific vocabulary mostly defined in context, in text features (sidebars), and in art
THEME AND KNOWLEDGE DEMANDS	a basic understanding of what supermarkets are, what they provide, and how shoppers use them

READER AND TASK CONSIDERATIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Ask children to recall their experiences shopping at a supermarket and share what they know about how these stores operate.	Have the class choose one item from a supermarket and together create a steps-in-a-process flow chart that begins when the item is made or produced and ends when the item is purchased and used or consumed. Ask children to reflect on what the item might say about those who purchase it.

Manuscript Alphabet



D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Acknowledgments

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

10, 18, 26, 34, 42, 50, 58 Houghton Mifflin; 66, 74, 82, 90 Random House; 98, 106 (TL) Houghton Mifflin, (CL) Random House; 115, 229 Houghton Mifflin.